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ABSTRACT

This workbook is designed as an introduction to the "Editor in Chief" series, which reinforces the rules of written English. In this workbook, student first review the rules of grammar and mechanics using multiple-choice questions; then the students learn to apply these rules in context by editing stories in a variety of formats. This "Beginning" workbook, which meets standards for grades three and four, is divided into units so that students can focus on one skill at a time: Capitalization; Punctuation; Run-ons and Fragments; Dialog; Friendly Letter; Grammar; and Usage and Spelling. Each unit begins with a student guide to the specific rules covered; the guide is intended for review rather than instruction. The workbook can be used as an individual or group activity for instruction, reinforcement, practice, and assessment of English grammar and mechanics. Contains an answer key and a teacher's guide to grammar, usage, and punctuation. (PM)

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Grammar Disasters and Punctuation Faux Pas

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EDITOR IN CHIEF®

Beginning

Created by Michael Baker
Written by Carrie Beckwith • Cheryl Block
Christine Broz • Margaret Hockett • David White

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EDITOR IN CHIEF®

BEGINNING
GRAMMAR DISASTERS AND PUNCTUATION FAUX PAS

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Editor in Chief® Beginning, Editor in Chief® A1, Editor in Chief® A2, Editor in Chief® B1, Editor in Chief® B2, Editor in Chief® C1, Editor in Chief® C2

Created by Michael Baker

Written by Carrie Beckwith, Cheryl Block, Christine Broz, Margaret Hockett, & Dave White

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To The Teacher

Objective

Editor in Chief Beginning is designed as an introduction to the *Editor in Chief* series. *Editor in Chief* reinforces the rules of written English. In the Beginning book, students first review the rules of grammar and mechanics using multiple-choice questions. They then learn to apply these rules in context by editing stories in a variety of formats. The Beginning book is divided into units so that students can focus on one skill at a time: Capitalization, Punctuation, Run-ons and Fragments, Dialog, Friendly Letter, Grammar, Usage and Spelling. The last unit combines different types of errors to give students a review of all the skills presented. The Beginning book meets standards for grades 3–4; Book A, grades 4–5; Book B, grades 6–7; and Book C, grades 8 and up.

Rationale

The key difference between *Editor in Chief* and most grammar series is the focus on editing in context. The grammatical and mechanical errors inserted into the activities are based on standards for specific grade levels; the content level, however, is ungraded, allowing usage of these materials at many instructional levels. Varied styles and content engage student interest and broaden the student's exposure to different writing formats such as letters and dialogue. The illustrations integrated into the context of the activities further spark student interest. Students develop editing skills that they can apply to their own writing.

Activity

Each unit begins with a student guide to the specific rules covered. The guide is intended for review rather than instruction. Multiple-choice activities precede editing. Each multiple choice question lists the rule applied, so students can refer easily to the student guide. Sentences in the multiple-choice stories are numbered for reference. The direct-editing activities ask students to identify and correct errors in the text. Students have the option of rewriting their corrections. A lesson and practice activity on how to edit is included in the Introduction on pages ix and x. In each unit, a content error has been added to one multiple-choice activity. Content errors occur only where the story *contradicts* the illustration; information in the illustration is always correct. Activities are sequenced according to the type, number, and level of errors included, as well as by reading level.

Using the Answer Key

The answer key on page 53 lists corrections for each article. Each numbered error correction is followed by a shorthand explanation of the error type (more information on specific rules can be found in the Teacher's Grammar Guide on page 75). In some instances, a student may be able to correct an error in more than one way. The answer key gives some obvious choices, but the teacher may choose to accept other answers that make sense and are grammatically and mechanically correct.

Teaching Suggestions

Editor in Chief can be used as an individual or group activity for instruction, reinforcement, practice, and assessment of English grammar and mechanics. When a new rule is introduced, one story can serve as an instructional example and a second as an assessment of students' independent understanding. This book provides an excellent tool for authentic assessment of students' knowledge of grammar and mechanics. The Scope and Sequence on pages vi and vii gives teachers an overview of the types of errors included in each story or letter, enabling them to more easily individualize lessons.

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Suggested Uses for *Editor in Chief®*

Regular Usage

- Group instruction—EIC format is ideal for use with an overhead projector.
- Cooperative Learning—Students edit and exchange work to proofread.
- Homework—Individual activities can follow class instruction.

Extension Activities

- Students write their own paragraphs for editing.
- Student Guides can be used for other writing activities

State Language Arts Standards

The skills in this book are based on the English language arts standards for the following states:

Arizona
California
Colorado
Connecticut
Florida
Illinois
Maine
Massachusetts
Michigan
New York
North Carolina
Oregon
Texas
Utah
Wisconsin
Wyoming

Book Credits

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Beginning EIC Scope and Sequence

TYPE OF ERROR	STORY NUMBER																								
CAPITALIZATION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	35	36	37	38	39	40
Day, month, holiday		■		■	■														■						
First word: sentence/quote	■				■										■	■						■			
Greeting and closing																	■	■	■						
People's titles/abbrev.	■	■		■												■	■								■
Proper nouns/abbreviations	■	■	■	■	■												■		■	■					■
Proper adjective			■		■															■					
Titles: Book			■																						
PUNCTUATION																									
Apostrophe: contraction						■				■	■													■	
Apostrophe: possessive								■	■		■														
Comma: conjunction						■			■		■										■		■		
Comma: dates, addresses							■	■		■								■	■	■			■		
Comma: dialogue								■	■						■	■						■			
Comma: greeting, closing																	■	■	■	■					■
Comma: series							■	■		■											■				
Exclamation mark							■			■													■		
Period: end of sentence						■					■														
Period: abbreviation						■			■																
Run-on sentence							■				■	■		■									■		
Sentence fragment													■	■						■					
Question mark							■				■					■									
Quotation marks								■	■						■	■						■			

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Beginning EIC Scope and Sequence

TYPE OF ERROR	STORY NUMBER																				
GRAMMAR/USAGE	**20**	**21**	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**	**31**	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**
Adjective/Adverb	■	■				■	■	■										■			■
Comparative/Superlative			■	■	■	■	■	■	■										■	■	
Agreement: subject/verb										■		■		■	■		■			■	
Agreement: noun/pronoun										■	■		■	■	■			■	■		
Agreement: noun/adjective											■	■		■						■	
Articles: a or an			■	■					■								■				
Double negative												■	■								
Pronoun: subject or object		■	■		■	■		■	■									■			
Pronoun: possessive			■	■		■		■													
Pronoun: first person last		■					■														
Single Subject											■		■				■				
Verb tense: regular	■				■	■	■		■								■	■			■
Verb tense: irregular	■				■				■											■	
Verb: linking			■	■				■												■	
Verb: helping	■	■			■											■					
Word pairs											■	■	■						■		
SPELLING										■			■	■	■						■

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STYLES AND TOPICS: EDITOR IN CHIEF® BEGINNING

EXERCISE TITLE	CONTENT	FICTION NONFICTION	ACTIVITY TYPE
Capitalization			
1. Budget Your Money	Math	Fiction	Multiple choice
2. Soccer Surprise	Sports	Fiction	Multiple choice
3. Wilderness Survivor: Gary Paulsen	Biography	Nonfiction	Multiple choice
4. Common Cultures	Multicultural	Nonfiction	Story edit
5. Dia de los Muertos	Multicultural	Nonfiction	Story edit
Punctuation			
6. Netting Butterflies	Human Interest	Fiction	Multiple choice
7. Fuzzy Is Missing!	Humor	Fiction	Multiple choice
8. Kitten Confusion	Humor	Fiction	Multiple choice
9. A New Friend	Peer Relations	Fiction	Story edit
10. The Treasure Map	Adventure	Fiction	Story edit
11. Dinosaur Herds	Archaeology	Nonfiction	Story edit
Run-ons and Fragments			
12. SNAP!	Adventure	Fiction	Multiple choice
13. Up a Tree	Humor	Fiction	Multiple choice
14. Penguins Are Built to Dive	Life Science	Nonfiction	Story edit
Dialog			
15. K-9 Detective	Human Interest	Fiction	Multiple choice
16. The Basket Game	Sports	Nonfiction	Story edit
Friendly Letter			
17. Big Sky Country	Travel	Fiction	Multiple choice
18. Voyage to India	Social Studies	Historical Fiction	Multiple choice
19. Delivering Cheer	Human Interest	Fiction	Story edit
Grammar			
20. Cave Explorer	Mystery	Fiction	Multiple choice
21. Boots Again	Animal story	Fiction	Multiple choice
22. Rights for Children	Social Studies	Nonfiction	Multiple choice
23. Name of Honor	Multicultural	Nonfiction	Multiple choice
24. The Fastest Bike	Peers	Fiction	Story edit
25. Chocolate to the Rescue	Adventure	Fiction	Story edit
26. Election Deadline	Peers	Fiction	Story edit
27. Edison's Bright Idea	Science Inventor	Nonfiction	Story edit
28. Water Seekers	Social Studies	Nonfiction	Story edit
Usage and Spelling			
29. The Pulley	Physical Science	Nonfiction	Multiple choice
30. The First Popsicle	Invention	Nonfiction	Multiple choice
31. Finding Freedom	Social Studies	Historical Fiction	Multiple choice
32. Down the River	Adventure	Fiction	Story edit
33. Sea Stars	Life Science	Nonfiction	Story edit
34. Chippewa Dream Catcher	Multicultural	Nonfiction	Story edit
Mixed Skills			
35. Early Carving	Social Studies	Nonfiction	Story edit
36. The Secret Leaks Out	Human Interest	Fiction	Story edit
37. Karate Kicks	Sports	Nonfiction	Story edit
38. The Lost Key	Mystery	Fiction	Story edit
39. Using Their Looks	Life Science	Nonfiction	Story edit
40. Rain Forest Adventure	Travel	Nonfiction	Story edit

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Student Guide to Editing a Story

When you edit a story, you look for errors. In this book, you will look for these kinds of errors:

- punctuation
- grammar
- capitalization
- spelling
- usage

Use the following proofreading symbols to edit a story.

/ Remove an unnecessary word, capital letter, or punctuation mark

◯ Correct a misspelled word

^ Add a missing word or punctuation mark

≡ Add a capital letter

1. Cross out an unnecessary word, capital letter, or punctuation mark.

The boy ~~be~~ ran from the dog. She read her book~~'~~s to Jill.

2. Circle a misspelled word and write the correct spelling above the error.

The dog was just (frendly.) *friendly*

3. Draw 3 lines under a letter that should be capital. Cross out a letter that should be lowercase.

My ~~B~~irthday is on tuesday this year.
≡

4. Use a caret mark to add a missing word or punctuation mark.

He ^ *is* walking home after practice.

She borrowed Dave ^ *'s* car.

Not all sentences in a story will have errors, but a careful editor looks for them in every sentence.

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Editing Practice

1. Find the errors and cross them out.

a. Ellen she is my best friend.

b. Report cards come out. in the summer.

c. Mountain's form in many ways.

2. Find the errors and cross them out. Then write the corrections just above.

a. He's two thin for those big pants.

b. My horseback riding lessons is fun.

c. Vi goes back to school on monday.

3. The sentences below are missing a word or mark. Decide what is missing in each sentence and then add it.

a. How does JJ spell his full name?

b. I going to the store.

c. My cat has orange black, and white stripes.

4. Now edit the story below. There are 4 punctuation errors.

Jake followed the muddy step's into the house. His mind was racing. "Did I leave the door unlocked? he asked out loud. The dog didnt bark. That was unusual. "Sparky!" he yelled. A door slammed shut. "Who is that," Jake asked.

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Student Capitalization Guide

Below is a list of rules for using capitals and examples of how the rules are used. Apply these rules when you edit the stories.

1. Capitalize the first word of a sentence.

Flowers bloom in the spring.

2. Capitalize proper names.

a. A person's name or nickname

My friend Michelle Sanchez likes to be called Mickey.

b. Initials

John's friends call him J.T.

c. People's titles and their abbreviations

My favorite doctor is Dr. Doolittle.

My parents remember President Kennedy.

3. Capitalize proper nouns and their abbreviations.

a. Names of groups

Kerry plays baseball with the Little League.

b. Titles of books

The Fantastic Mr. Fox was written by Roald Dahl.

c. Names of places

Nita went camping in Yellowstone National Park in Montana.

My older brother goes to U.C.L.A.

4. Capitalize proper adjectives.

The English rose is famous for its scent.

5. Capitalize weekdays, months, and holidays.

Consuela's birthday is next Monday, June 9.

I can't wait for St. Patrick's Day.

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1. Budget Your Money

[1]a. j. Johnson earns $50 a month baby-sitting. [2]She spends most of it on movies, food, and dues for the Girl Scouts. [3]Her parents say she should save some of that money for their summer trip to the grand canyon. [4]they suggest that she make a budget. [5]She makes the budget shown on the right. [6]She will spend the most money on food and movies.

Monthly Budget

1. How should the name and initials in sentence 1 be written? (Rules 2a, 2b)
   - **A.** a. j. johnson
   - **B.** A. j. Johnson
   - **C.** A. J. Johnson
   - **D.** Leave as it is in the story.

2. Which group of words in sentence 2 should be capitalized? (Rule 3a)
   - **A.** She Spends
   - **B.** Most of It
   - **C.** Movies, Food, and Dues
   - **D.** Leave as it is in the story.

3. How should these words in sentence 3 be capitalized? (Rule 3c)
   - **A.** grand Canyon
   - **B.** Grand canyon
   - **C.** Grand Canyon
   - **D.** Leave as it is in the story.

4. How should the first part of sentence 4 be written? (Rule 1)
   - **A.** They suggest that
   - **B.** they Suggest that
   - **C.** They suggest That
   - **D.** Leave as it is in the story.

5. Read the pie chart. What should sentence 6 say? (Content)

   She will spend the most money on

   _____

   - **A.** food and dues.
   - **B.** dues and movies.
   - **C.** food and savings.
   - **D.** Leave as it is in the story.

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2. Soccer Surprise

[1]It was the friday night before the boys' soccer game with the Reptiles. [2]We were playing at st. martin's school in the morning. [3]Then disaster struck. [4]Our best player sprained his foot! [5]We had to get a new forward. [6]What could we do? [7]I thought of my sister, gopher. [8]She was a great player, and she looked kind of like a boy with her short hair. [9]Could we fool the Reptiles? [10]We almost did. [11]She was scoring her sixth goal when someone yelled, "Way to go, Susie!" [12]Now everyone knew a girl was playing. [13]We thought it was over for us! [14]Then coach Roberts decided to let her stay. [15]It was our lucky day. [16]We won!

1. In sentence 1, which word should be capitalized? (Rule 5)

- **A.** Friday
- **B.** Night
- **C.** Boys'
- **D.** Leave as it is in the story.

2. In sentence 2, which words should be capitalized? (Rule 3c)

- **A.** St. martin's School
- **B.** st. Martin's School
- **C.** St. Martin's School
- **D.** Leave as it is in the story.

3. How should sentence 7 be written? (Rule 2a)

- **A.** I thought of my Sister, Gopher.
- **B.** I thought of my sister, Gopher.
- **C.** I thought of my Sister, gopher.
- **D.** Leave as it is in the story.

4. How should sentence 14 be written? (Rule 2c)

- **A.** Then Coach Roberts decided to let her stay.
- **B.** Then coach roberts decided to let her stay.
- **C.** Then Coach roberts decided to let her stay.
- **D.** Leave as it is in the story.

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3. Wilderness Survivor: Gary Paulsen

[1]Gary Paulsen writes tales of adventure. [2]Many of his story ideas come from his own life. [3]He left home at a young age to join a carnival. [4]As an adult, he lived in a cabin in the woods of minnesota and wrote his first book there. [5]He also raced dog sleds in Alaska. [6]One of his most famous books is *hatchet*. [7]In this book, a Boy named Brian learns the hard way how to survive. [8]He is stranded alone in the alaskan wilderness. [9]He must face wild animals and freezing weather. [10]Gary Paulsen's books share his love of adventure and nature with his readers.

1. How should the first part of sentence 4 be written? (Rule 3c)

*As an adult,*_____

- **A.** he lived in a Cabin in the woods of minnesota
- **B.** he lived in a cabin in the woods of Minnesota
- **C.** he lived in a cabin in The Woods of minnesota
- **D.** Leave as it is in the story.

2. How should sentence 6 be written? (Rule 3b)

- **A.** one of his most famous books is *hatchet*.
- **B.** One of his most Famous Books is *hatchet*.
- **C.** One of his most famous books is *Hatchet*.
- **D.** Leave as it is in the story.

3. How should sentence 7 be written? (Rule 2a)

- **A.** In this book, a Boy named Brian learns the hard way how to survive.
- **B.** In this book, a boy named brian learns the hard way how to survive.
- **C.** In this book, a boy named Brian learns the hard way how to survive.
- **D.** Leave as it is in the story.

4. How should sentence 8 be written? (Rule 4)

He is stranded alone in the _____.

- **A.** Alaskan wilderness.
- **B.** alaskan Wilderness.
- **C.** Alaskan Wilderness.
- **D.** Leave as it is in the story.

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4. Common Cultures

January 29, 2001

Dear mrs. Fuentes,

I am having a great time on the island of honshu. American and Japanese people have a lot in common. We both wear the same types of clothes. We also both like baseball. They even have little league. I had a lot of fun at a Japanese baseball game last Friday. People in Japan love the theater as much as we do. My friend John thomas and I saw a Japanese play. The actors wear masks, and they don't talk. The actors sing the story as a flute and drum play. I wish you could have seen it. I'll be home by president's Day. Tell my friends that I miss them.

Love,

Vi

Edit the letter for 5 capitalization errors. You may also write your changes below.

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5. Dia de los Muertos

The mexican people have a special holiday that honors people who have died. It is *Dia de los Muertos*, which means "Day of the Dead" in English. Celebrations take place on the first and second days of november. Mexicans give offerings of food and music to the dead. Many people go to church and give prayers. They march in "day of the dead" parades and wear masks they have made. The masks look like skeleton faces. some are white with black circles for eyes. Others are brightly colored. The People dance, sing, and play the drums as they parade.

Edit the story for 5 capitalization errors. You may also write your changes below.

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Student Punctuation Guide

Below is a list of punctuation rules and examples of how the rules are used. Apply these rules when you edit the stories.

1. Period

a. Use a period to end a sentence.

Martin Luther King was an important leader.

b. Use a period to break up a run-on sentence. (Add a capital to the new sentence.)

Working on a farm is hard work. the animals need care.

c. Use a period after abbreviations and initials.

J. T. Jones Dr. Smith Jan. 1

2. Question Mark

Use a question mark after a direct question.

Where should we go?

3. Exclamation Mark

Use an exclamation mark after a word or remark that shows excitement.

"My candy wrapper says I won!" she exclaimed.

Wow! I made the honor roll!

4. Comma

a. Use commas to separate the street address, city, state, and/or country.

She lives at 26 White Lane, Oklahoma City, Oklahoma.

She was born in Beijing, China.

b. Use a comma between the day of the month and the year.

Thomas Jefferson was born on April 13, 1743.

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c. Use a comma to separate the speaker from the quotation when the speaker is first.

Mike said, "Math is my best subject."

Jean asked, "Where are you going?"

d. Use a comma between words in a series.

Our flag is red, white, and blue.

Mix the batter, add some berries, and stir again.

e. Use a comma before a conjunction (*and, but, or*) to join two simple sentences.

The cat sleeps. The mice play.

The cat sleeps, and the mice play.

5. Quotation Marks

Use quotation marks at the beginning and end of a direct quotation.

"Plants turn sunlight into food," Mrs. Jay said.

6. Apostrophe

a. Use an apostrophe in a contraction to replace a missing letter.

It's cold outside.	Let's get going.	Jon wasn't there.
(It is cold outside.)	(Let us get going.)	(Jon was not there.)

b. Use an apostrophe with an *s* to make a possessive noun.

Please get Sarah's coat. He wrapped the dog's paw.

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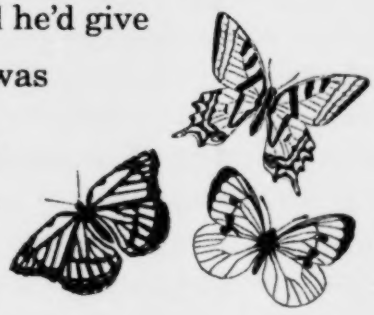
6. Netting Butterflies

[1]Lashonda had a net and three jars in her pack. [2] Mr Grant had asked the students to catch three butterflies each. [3]He said he'd give extra credit if they were different kinds. [4]Lashonda was having fun watching the bees, flies, and other flying insects. [5]Then she saw a butterfly [6]Could she get it into the jar? [7]Oops! [8]It flew away but she kept trying. [9]She finally caught three. [10]One of them was different. [11]She would get extra credit. [12]She would take them to school to show the class. [13]She couldn't keep them forever. [14]Sh'ed let them go after school.



1. Which punctuation mark should follow the word *butterfly* in sentence 5? (Rule 1a)
   - **A.** comma (,)
   - **B.** period (.)
   - **C.** question mark (?)
   - **D.** Leave as it is in the story.

2. In sentence 14, how should the contraction be written for "she would"? (Rule 6a)
   - **A.** She'ld
   - **B.** She'wd
   - **C.** She'd
   - **D.** Leave as it is in the story.

3. How should the name in sentence 2 be written? (Rule 1c)
   - **A.** Mr, Grant
   - **B.** Mr Grant.
   - **C.** Mr. Grant
   - **D.** Leave as it is in the story.

4. How should sentence 8 be written? (Rule 4e)
   - **A.** It flew away, but she kept trying.
   - **B.** It flew away but, she kept trying.
   - **C.** It flew away but she, kept trying.
   - **D.** Leave as it is in the story.

5. Look at the picture. What should sentence 10 say? (Content)
   - **A.** All of them were different.
   - **B.** Two of them were different.
   - **C.** All of them were the same.
   - **D.** Leave as it is in the story.

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7. Fuzzy is Missing

[1]The chalkboard read November, 19, 2003. [2]It was Carrie's day to clean Fuzzy's cage. [3]She opened the door picked up some clean straw, and put it in the cage. [4]Then the fire alarm rang shrilly. [5]The class quickly lined up and walked outside. [6]The bell rang, and the class went back to their room. [7]The hamster's cage door stood open. [8]Fuzzy was gone! [9]Where was Fuzzy. [10]Carrie looked all around the room. [11]He wasn't on the shelf or in the cabinet. [12]Where could he be? [13]The class started to laugh. [14]Carrie looked up and saw Brad's baseball cap scurrying across the floor. [15]She lifted the cap there was Fuzzy.

1. How should the date in sentence 1 be written? (Rule 4b)
   - **A.** November 19 2003.
   - **B.** November, 19 2003.
   - **C.** November 19, 2003
   - **D.** Leave as it is in the story.

2. How should sentence 8 be written? (Rule 3)
   - **A.** Fuzzy was gone,
   - **B.** Fuzzy was gone?
   - **C.** Fuzzy was gone.
   - **D.** Leave as it is in the story.

3. How should sentence 9 be written? (Rule 2)
   - **A.** Where was Fuzzy?
   - **B.** Where was Fuzzy
   - **C.** Where was Fuzzy,
   - **D.** Leave as it is in the story.

4. How should sentence 3 be written? (Rule 4d)
   - **A.** She opened the door, picked up some clean straw, and put it in the cage.
   - **B.** She opened the door picked up some clean straw and put it in the cage.
   - **C.** She opened the door, picked up, some clean straw, and put it in the cage.
   - **D.** Leave as it is in the story.

5. How should sentence 15 be written? (Rule 1b)
   - **A.** She lifted the cap there. Was Fuzzy.
   - **B.** She lifted the cap. There was Fuzzy.
   - **C.** She lifted. The cap there was Fuzzy.
   - **D.** Leave as it is in the story.

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8. Kitten Confusion

[1]Joe planned to pick up the last kitten at the shelter after school. [2]Would it still be there? [3]Joe's friend Kiah had passed the shelter at 1200, Elm Street Camden. [4]She was coming back from the dentist's office. [5]Joe asked "What did you see?"

Joe,
I saw the kitten cages, and some dogs.
Kiah

[6]Kiah couldn't talk because her mouth was sore, so she wrote him a note. [7]Joe frowned after reading Kiahs note and put it away.

[8]Kiah found Joe after school. [9]She asked, "Why are you so sad? [10]No one took the kitten yet."

[11]Joe's eyebrows shot up with surprise. [12]"I thought the kitten was gone! he exclaimed. [13]"You needed another comma in your note."

1. How should the end of sentence 3 be written? (Rule 4a)
   - **A.** 1200 Elm, Street Camden.
   - **B.** 1200 Elm Street, Camden.
   - **C.** 1200, Elm Street, Camden.
   - **D.** Leave as it is in the story.

2. How should sentence 5 be written? (Rule 4c)
   - **A.** Joe asked, "What did you see?"
   - **B.** Joe, asked "What did you see?"
   - **C.** Joe asked. "What did you see?"
   - **D.** Leave as it is in the story.

3. Which word in sentence 7 needs an apostrophe? (Rule 6b)

   Write the word with the correct punctuation _____

4. How should the commas be placed in the note? (Rule 4d)
   - **A.** I saw the, kitten, cages, and some dogs.
   - **B.** I saw the kitten, cages, and some dogs.
   - **C.** I saw the kitten cages, and, some dogs.
   - **D.** Leave as it is in the story.

5. Which punctuation is missing from sentence 12? (Rule 5)
   - **A.** comma (,)
   - **B.** question mark (?)
   - **C.** quotation mark (")
   - **D.** Leave as it is in the story.

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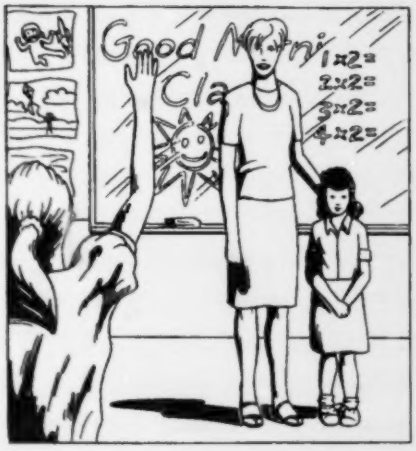
9. A New Friend



The new girl seemed scared. Her eyes looked down at the floor. Mrs. Henry put her arm around the girls tiny shoulders. "This is Tacey. She's from Austin, Texas. Please try to make her feel welcome." No one said anything, but I had an idea. I raised my hand, and Mrs Henry called on me.

I asked "Would you like to eat lunch with Lucy and me?" Tacey looked up and she smiled at me.

Sure, she said. Then I realized that making a new friend wasn't hard. It just took a little thinking. My reward was a new friend's smile.

Edit the story for 5 punctuation errors. You may also write your changes below.

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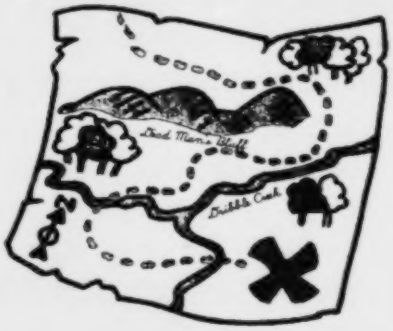
10. The Treasure Map



Clyde found the map at the bottom of an old trunk. It was torn faded, and dusty. He was sure it was a real treasure map. The big X in the corner couldnt be missed. The map was dated September 12 1802. He recognized the river and hills that were north of town. Dead Man's Bluff was now a shopping mall at 200 Pine Street Madison. Dribble Creek was dried up. The names of places had changed. The place marked by the X could be hard to find. Then he noticed the faint trail drawn on the map. He suddenly exclaimed, "I know where the treasure is"

Edit the story for 5 punctuation errors. You may also write your changes below.

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11. Dinosaur Herds

Did dinosaurs travel in herds Scientists think they did, and they found dinosaur tracks in Alaska that help to prove this idea Most of the footprints came from the duckbill dinosaurs called hadrosaurs. A hadrosaur ate plants but it had more teeth than any other dinosaur. The hadrosaur's mouth was shaped like a birds beak. It had rows of flat teeth for chewing tough twigs and pine cones. These teeth were in the back of the mouth. The hadrosaur didn't have sharp teeth in fron't to bite an enemy. It had no way to protect itself. Traveling in groups was safer. Young and weaker dinosaurs stayed in the middle as the herd traveled. Getting food was easier in a herd the animals could search a larger area and share any food they found.

Edit the story for 6 punctuation errors. You may also write your changes below.

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Student Run-Ons and Fragments Guide

Below is a list of rules for correcting run-on sentences and sentence fragments. Apply these rules when you edit the stories.

1. Run-On Sentences

a. A run-on sentence joins two or more complete sentences that should be separate and need more punctuation.

Abby is a good student she got all "A"s on her report card.

To correct a run-on sentence, follow two steps.

- Place a period after the first complete sentence.
- Capitalize the first word of the new sentence.

Abby is a good student. she got all "A"s on her report card.

Abby is a good student. She got all "A"s on her report card.

b. A run-on sentence can also be caused by using the word *and* to join two or more ideas that should be separate. As you read the example, think about where one idea ends and another begins.

I like to take my dog to the park and we play ball and he is a good dog.

The run-on sentence above has three ideas joined by *ands*. To correct it, make three separate sentences.

- Cross out any *and* you don't need.
- Put a period in place of each unnecessary *and*.
- Capitalize the first word in each new sentence.

I take my dog to the park. ~~and~~ we play ball. ~~and~~ he is a good dog.

Make two sentences if two of the ideas are closely related. Use a comma before the conjunction *and* to combine these two ideas.

I take my dog to the park, and we play ball. ~~and~~ he is a good dog.

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2. Sentence Fragments

A sentence fragment is only part of a sentence. It is not a complete sentence. You can fix a fragment two ways.

a. Join the fragment to the sentence before it.

[1]Jane ran. [2]Into the classroom. [3]She hid behind the bookcase.

(*Into the classroom* is the fragment.)

[1]Jane ran into the classroom. [2]She hid behind the bookshelf.

Remember to cross out any periods or capital letters that you don't need.

b. Rewrite the fragment to make a complete sentence.

- Add a verb to the fragment.

[1]I looked in her room. [2]Toys all over the place.

(*Toys all over the place* is the fragment.)

[1]I looked in her room. [2]Toys *were* all over the place.

OR

I looked in her room. There were ~~T~~oys all over the place.

- Add a subject to the fragment.

[1]John looked in his desk. [2]Couldn't find the pencil.

(*Couldn't find the pencil* is the fragment.)

John looked in his desk. *He* Couldn't find the pencil.

OR

John looked in his desk, *but he* couldn't find the pencil.

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12. SNAP!

[1]The huge crocodile lunged at Michael. [2]Its jaws snapped shut just as Michael rolled over. [3]The green beast came at him a sudden noise distracted it. [4]The beast turned away. [5]Michael rolled onto the crocodile's back and he grabbed its jaws, and he held them shut tight. [6]The crocodile tried to get loose. [7]"Get off me!" said a voice.

[8]"What?" said Michael.

[9]"Get off me, Michael!" the voice cried again. [10]Michael opened his eyes and he was sitting on top of Noah and he was holding Noah's green sleeping bag shut.

[11]"Sorry, Noah," Michael said sheepishly.

1. Which is the best way to divide sentence 3? (Rule 1a)

- **A.** The green beast came. At him a sudden noise distracted it.
- **B.** The green beast came at him a sudden noise. Distracted it.
- **C.** The green beast came at him. A sudden noise distracted it.
- **D.** Leave as it is in the story.

2. Which is the best way to divide sentence 5? (Rule 1b)

- **A.** crocodile's back. ~~and~~ he grabbed
- **B.** he grabbed. its jaws, and he held them
- **C.** Michael rolled. onto the
- **D.** Leave as it is in the story.

3. Sentence 10 should be divided into _____? (Rule 1b)

- **A.** 2 sentences.
- **B.** 3 sentences.
- **C.** 4 sentences.
- **D.** Leave as it is in the story.

Write your corrected sentences below.

_____

_____

_____

_____

_____

_____

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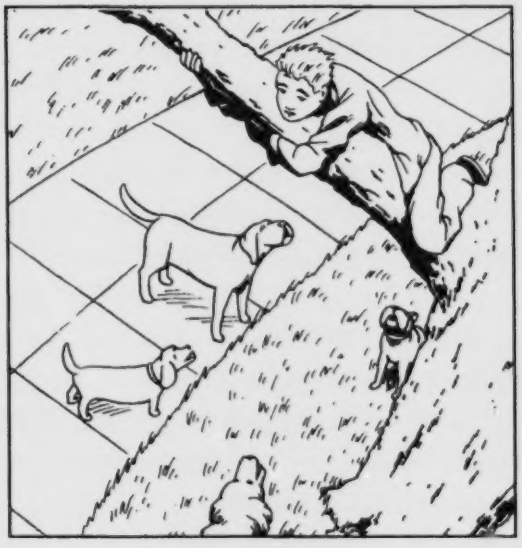
13. Up a Tree

[1]The dogs were barking and licking. [2]At his heels. [3]Could Yuji reach the tree in time? [4]Yes! [5]He grabbed a branch and swung himself up. [6]He wrapped his legs tightly around a thick limb. [7]The bark was rough, and he cried out. [8]The dogs circled around the tree trunk and barked some more. [9]Two dogs tried to jump up to him. [10]Couldn't reach him. [11]He lay still on the branch. [12]His face sweating. [13]If only the package of meat hadn't leaked all over him, he wouldn't be stuck up this tree.



1. Sentence 2 is a fragment. How should it be fixed? (Rule 2a)
   - **A.** Licking at his heels.
   - **B.** Barking and licking at his heels.
   - **C.** The dogs were barking and licking at his heels.
   - **D.** Leave as it is in the story.

2. How should sentence 12 be written? (Rule 2b)
   - **A.** His face was sweating.
   - **B.** On the branch his face sweating.
   - **C.** His face really sweating.
   - **D.** Leave it as it is in the story.

3. Sentence 10 is a fragment. To rewrite it, you need to add _____ (Rule 2b)
   - **A.** a verb
   - **B.** a subject
   - **C.** a place
   - **D.** Leave as it is.

   If necessary, rewrite the sentence correctly.

_____

_____

_____

_____

_____

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14. Penguins Are Built to Dive

Most birds are built for flying. They have large wings and hollow bones. These hollow bones are light. And make it easier to fly. A penguin's body is shaped like a torpedo, and it is built to dive underwater for fish and a penguin cannot fly. Its wings are small and close to the body. These small wings are like flippers. A penguin's bones are solid. Not hollow. These heavy bones help it to dive deeply. The black-footed penguin can dive to a depth of more than 400 feet.

Edit the story for 1 run-on and 2 fragment errors. You may also write your changes in the space below.

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Student Dialog Guide

Below is a list of rules for dialog and examples of how the rules are used. Apply these rules when you edit the stories.

1. Capitalization

a. Capitalize the first word in each quotation.

Valerie said, "Tomorrow is my birthday."

"The kids were as wet as the fish," said Dad.

b. Capitalize the names and titles of the speakers.

Miss Clarke asked, "Would you like to share lunch, Jan?"

2. Punctuation

a. Use quotation marks at the beginning and end of each quotation.

"Luis went fishing at the pond too," said Sara.

b. Use a comma to separate the speaker from the quotation when the speaker comes before the quotation.

Joe said, "Susie turned the boat over."

Leung yelled, "We won!"

Yuri asked, "Are we there yet?"

c. Use a comma to separate the speaker from the quotation when the speaker comes after the quotation, unless the quotation is a question or an exclamation.

"He caught two cod," said Rita.

"Get out of here!" yelled Ernesto.

"When will you be finished?" asked Julian.

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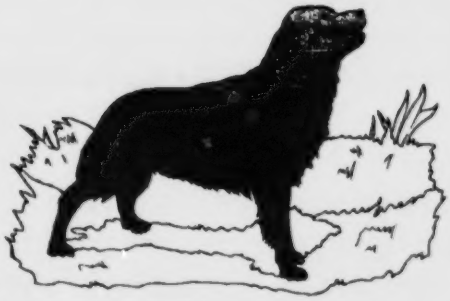
15. K-9 Detective



[1]Cole was missing. [2]Cole's mother told the police, "he's been gone all day. [3]He was just going to the creek."

[4]Officer Beals asked? "Do you have something he wore today?" [5]Cole's mother gave him her son's pajamas. [6]The police dog sniffed the clothing. [7]Then he sniffed the air. [8]The search lasted less than an hour. [9]The dog stopped at a tree near the creek. [10]Cole was sitting down next to it. [11]"It looks like Sparky has done it again" Officer Beals said to his partner.

[12]"How did he know I was here? Cole asked in amazement.

1. Which word in sentence 2 should be capitalized? (Rule 1a)
   - **A.** Mother
   - **B.** Police
   - **C.** He's
   - **D.** Leave as it is in the story.

2. How should sentence 4 be written? (Rule 2b)
   - **A.** Officer Beals asked. "Do you have something he wore today?"
   - **B.** Officer Beals asked "Do you have something he wore today?"
   - **C.** Officer Beals asked, "Do you have something he wore today?"
   - **D.** Leave as it is in the story.

3. Which punctuation mark is missing in sentence 11? (Rule 2c)
   - **A.** period (.)
   - **B.** comma (,)
   - **C.** question mark (?)
   - **D.** Leave as it is in the story.

4. How should sentence 12 be written? (Rule 2a)
   - **A.** "How did he know I was here?" Cole asked in amazement.
   - **B.** How did he know I was here?" Cole asked in amazement.
   - **C.** "How did he know I was here? Cole asked in amazement."
   - **D.** Leave as it is in the story.

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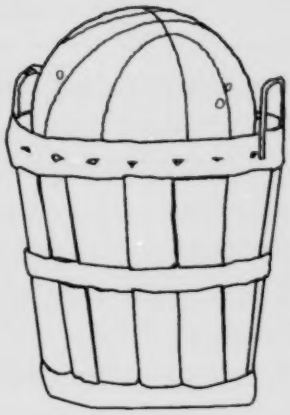
16. The Basket Game



"Do you know who invented this game?" Selima asked. She and Eduardo were playing basketball.

"Was it Jim Ball." Eduardo asked as he shot the ball. Selima shook her head. "how about M.T. Basket?" Eduardo said with a smile. He shot again.

Selima made a shot and said "That's not it. Basketball was invented by dr. James Naismith in 1891. The first players used a peach basket with no hole in the bottom."

"Boy!" Eduardo exclaimed. "That must have been a really slow game if they had to get the ball out every time.

Edit the story for 4 dialog errors and 1 capitalization error. You may also write your changes below.

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Student Friendly Letter Guide

Below is a list of rules for punctuation and capitalization in a friendly letter and examples. Apply these rules when you edit the letters.

1. Return Address

a. Capitalize the parts of the address.

1200 University Avenue
Oklahoma City, Oklahoma

32 San Jose Street
Acapulco, Mexico

b. Use a comma between the city and state or city and country

Olympia, Washington

Paris, France

2. Date

a. Capitalize the month.

June 9, 1994

December 4, 2000

b. Use a comma between the day of the month and the year.

April 30, 1991

January 9, 1994

3. Greeting

a. Capitalize the greeting and the names and titles of people.

Dear Abby,

Dear Mr. Patten,

Dear Uncle Leo,

b. Use a comma after the greeting.

Dear Mom,

Dear Celeste,

4. Closing

a. Capitalize only the first word in the closing and capitalize the names and titles of people.

Sincerely,
Mrs. Roth

Yours truly,
Sean

Love,
Katherine

b. Use a comma after the closing.

Sincerely,
Mrs. Moore

Yours truly,
Jasmine

Love,
Carolyn

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17. Big Sky Country

170 Eagle Lane
Bozeman, montana
May 1, 2001

dear aunt Taima,

[1]Lake Azure is a beautiful place to hike. [2]The lake is as blue as the sky in Montana. [3]Palm trees line the lake trail. [4]Tomorrow we will hike up the other side of the lake. [5]Then we'll set up camp on Mount Rocky and stay for a few days. [6]I'll be back next Sunday. [7]Don't forget to pick me up at 6:00 P.M. in front of the school.

Love
Nita

1. How should the street address be written? (Rule 1a)
   - **A.** 170 eagle lane
   - **B.** 170 eagle Lane
   - **C.** 170 Eagle lane
   - **D.** Leave as it is in the letter.

2. How should the city and state be written? (Rule 1a)
   - **A.** bozeman, montana
   - **B.** bozeman, Montana
   - **C.** Bozeman, Montana
   - **D.** Leave as it is in the letter.

3. How should the greeting be written? (Rule 3a)
   - **A.** Dear aunt Taima,
   - **B.** Dear Aunt Taima,
   - **C.** dear Aunt Taima,
   - **D.** Leave as it is in the letter.

4. How should the closing be written? (Rule 4b)
   - **A.** Love,
   - **B.** Love.
   - **C.** Love!
   - **D.** Leave as it is in the letter.

5. Look at the postcard above. How should sentence 3 be written? (Content)
   - **A.** Pine trees line the lake trail.
   - **B.** Palm trees line the ocean trail.
   - **C.** Pine trees line the ocean trail.
   - **D.** Leave as it is in the letter.

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18. Voyage to India

Calicut India
July 31 1498

Dear Anna

[1]The trip is almost over. [2]It has been an honor to serve King John II. [3]It is hard to believe we are the first Europeans to sail here. [4]India is amazing. [5]I have many new Indian spices and clothes to show you. [6]The ship will be sailing back soon. [7]We should be in Lisbon next fall. [8]I promise that this will be my last voyage.

yours truly,
Manuel

1. How should the return address be written? (Rule 1b)
   - **A.** Calicut, India.
   - **B.** Calicut, India
   - **C.** Calicut. India
   - **D.** Leave as it is in the letter.

2. How should the date be written? (Rule 2b)
   - **A.** July 31, 1498
   - **B.** July 31 1498,
   - **C.** July, 31 1498
   - **D.** Leave as it is in the letter.

3. How should the greeting be written? (Rule 3b)
   - **A.** Dear, Anna
   - **B.** Dear, Anna,
   - **C.** Dear Anna,
   - **D.** Leave as it is in the letter.

4. How should the closing be written? (Rule 4a)
   - **A.** yours Truly,
   - **B.** Yours Truly,
   - **C.** Yours truly,
   - **D.** Leave as it is in the letter.

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19. Delivering Cheer

431 Main street

Galahad Vermont

june 30, 2000

Dear Fran

Guess what? Our class is doing a community project. We visit people at the hospital to cheer them up! I bring letters on Thursdays and read them to the patients. I feel very special because they are so glad to see me. I think it even helps thëm get better because they feel that we care about them. Will you go with me next Thursday? You will feel great when you see their smiles!

yours always,

gabrielle

Edit the letter for 4 errors in capitalization and 2 in punctuation. You may also write your changes below.

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Student Grammar Guide

Below is a list of rules for grammar and examples of how the rules are used. Apply these rules when you edit the stories.

1. Adjectives/Adverbs

a. Use *good* to describe a noun. Use *well* to describe a verb.

Aldo is a good student. Aldo does well in school.

b. Use an adjective to describe a noun.

We had loud music. The lion's teeth were sharp.

c. Use an adverb to describe a verb, an adjective, or an adverb.

The music played loudly. He slowly turned around.

He ran really slowly. The lion had very sharp teeth.

d. To compare two things, add *-er* to most adjectives and adverbs or use the word *more* with longer words.

Her hair is shorter than mine. This event is more important.

Tim walks faster than I. The dog ran more rapidly.

e. To compare three or more things, add *-est* to most adjectives and adverbs or use the word *most* with longer words.

Carl has the shortest hair. Amy has the most beautiful hair.

Miss Clark is the most interesting teacher.

f. Use special words when comparing things that are *good* or *bad*.

I am a good speller. Pat spells better. Luz is the best speller.

Nipper is a bad dog. Snarly is a worse dog. Fang is the worst dog.

2. Pronouns

a. Use the correct form of pronoun as the subject in a sentence.

We went to the movies. They are going skating.

b. Use the correct form of pronoun as the object in a sentence.

Eric came with us. Sue will go with them.

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c. Use the correct form of possessive pronoun with a noun or to stand alone.

I let Lisa borrow my pencil. I let Lisa borrow mine.

d. Put the first-person pronoun in the last place when you have more than one person. (First-person pronouns: *I, me, we, us*)

Lori and I stayed in. Dad stayed with Mom and us.

3. Articles *A* and *An*

Use the article *a* before words that begin with a consonant sound. Use the article *an* before words that begin with a vowel sound.

Ginnie hit a grand slam. He was an honest man.

Angela ordered an orange soda.

4. Verbs

a. Use the correct verb tense in a sentence. (past, present, future)

Today I jump. Yesterday I jumped. Tomorrow I will jump.

b. Use the correct form of irregular verb. Irregular verbs don't add *-ed* in the past tense.

Present/Past	Present/Past
know/knew	keep/kept
fall/fell	stick/stuck
think/thought	ring/rang
go/went	bring/brought

c. Use a helping verb with the main verb when needed.

Lynn was riding too slowly. The other rider had stopped.

They have given me gifts. This does happen often.

Jerry is stopping here. We are going later.

d. Use a linking verb to join the subject with a noun or adjective that describes the subject. (Linking verbs: *is, are, was, were, seem, look*)

Lily seems sad. Luis is a gym teacher.

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20. Cave Explorer

[1]Ali finally finds the cave again. [2]The entrance is a small opening between two rocks, but the inside is huge. [3] It is dark, and bats swoop down from above. [4]Each time he goes a little more deeply into its dark depths. [5]He knows he will be lost if his lantern goes out. [6]He has bring a long piece of rope with him. [7]He ties one end of the rope to a rock and the other end around his waist. [8]He heads into the cave. [9]He goes farther than ever before. [10]Sometimes he pulls on the rope to make sure it is tightly. [11]He starts back and checked the rope again. [12]What a surprise. [13]Something pulling back!

1. In sentence 6, how should the word *bring* be written? (Rule 4b)
   - **A.** he has bringed
   - **B.** he has bringing
   - **C.** he has brought
   - **D.** Leave as it is in the story.

2. In sentence 10, how should the word *tightly* be written? (Rule 1b)
   - **A.** tightest
   - **B.** tighter
   - **C.** tight
   - **D.** Leave as it is in the story.

3. In sentence 11, how should the word *checked* be written? (Rule 4a)
   - **A.** is checked
   - **B.** checks
   - **C.** check
   - **D.** Leave as it is in the story.

4. Look at the picture. What should sentence 2 say? (Content)

   The entrance is _____
   - **A.** a small opening under a rock,
   - **B.** a small opening above two rocks,
   - **C.** a small opening behind the rocks,
   - **D.** Leave as it is in the story.

5. How should sentence 13 be written? (Rule 4c)
   - **A.** Something is pull back!
   - **B.** Something seems pulling back!
   - **C.** Something is pulling back!
   - **D.** Leave as it is in the story.

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21. Boots Again

[1]I ran across the street. [2]Boots did followed me again. [3]I jumped Timmy's fence and waited. [4]Then I looked slowly over the fence. [5]There was no sign of her. [6]I did a well job hiding. [7]Her must have gone back home. [8]I picked up my books and ran the rest of the way. [9]"I suppose your cat followed you to school today," Mrs. Taylor said doubtfully. [10]"Is that why you're out of breath, Sachi?" she asked. [11]I didn't say a word. [12]I didn't have to. [13]A loud meow from outside greeted both Mrs. Taylor and me.

1. How should sentence 2 be written? (Rule 4c)
   - **A.** Boots is followed me again.
   - **B.** Boots had followed me again.
   - **C.** Boots was followed me again.
   - **D.** Leave as it is in the story.

2. How should sentence 4 be written? (Rule 1c)
   - **A.** Then I looked over the slowly fence.
   - **B.** Then I looked slow over the fence.
   - **C.** Then I looked over the fence slow.
   - **D.** Leave as it is in the story.

3. How should sentence 6 be written? (Rule 1a)
   - **A.** I did a good job hiding.
   - **B.** Leave as it is in the story.

4. How should sentence 7 be written? (Rule 2a)
   - **A.** We must have gone back home.
   - **B.** She must have gone back home.
   - **C.** Him must have gone back home.
   - **D.** Leave as it is in the story.

5. How should the end of sentence 13 be written? (Rule 2d)
   - **A.** Mrs. Taylor and my.
   - **B.** me and Mrs. Taylor.
   - **C.** mine and Mrs. Taylor.
   - **D.** Leave as it is in the story.

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22. Rights for Children

[1]Most of us kids know that adults have rights. [2]Do you know that kids also have rights? [3]A new human rights treaty very clearly describes these rights. [4]The treaty is called the Convention on the Rights of Children. [5]It is the most important treaty ever written for children. [6]It states that children have the right to an home that is safe. [7]They have the right not to be hurt. [8]They have a right to take part in they community. [9]This list of rights the first of its kind. [10]Most countries in the world have agreed to follow it. [11]It will help governments make laws that are good for we.

1. How should the beginning of sentence 5 be written? (Rule 1e)
   - **A.** It is the importantest
   - **B.** It is the more important
   - **C.** It is the more importanter
   - **D.** Leave as it is in the story.

2. How should sentence 9 be written? (Rule 4d)
   - **A.** This list of rights is the first of its kind.
   - **B.** This list of rights be the first of its kind.
   - **C.** This list of rights has the first of its kind.
   - **D.** Leave as it is in the story.

3. In sentence 8, how should the words *they community* be written? (Rule 2c)
   - **A.** theirs community
   - **B.** them community
   - **C.** their community
   - **D.** Leave as it is in the story.

4. How should sentence 6 be written? Fill in the blank. (Rule 3)

   It states that children have the

   right to _____ home that is safe.

5. How should the end of sentence 11 be written? (Rule 2b)
   - **A.** they.
   - **B.** I.
   - **C.** us.
   - **D.** Leave as it is in the story.

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23. Name of Honor

[1]The members of an Amazon tribe wanted to use the Internet to share their life with the rest of the world. [2]They needed a website name. [3]They thought it would be a honor to use their tribe's name. [4]There was only one problem. [5]Someone was using the name already! [6]The owner agreed to give up the name if the tribe would pay thousands of dollars. [7]This unfair to the Yanomami people. [8]The name had belonged to them more long than anyone else. [9]They searched for the bestest solution. [10]Do you think the Yanomami's name should be thems?

1. How should the following part of sentence 3 be written? (Rule 3)

   A. it would be an honor
   B. it would be honor an
   C. it would a honor be
   D. Leave as it is in the story

2. How should sentence 8 be written? (Rule 1d)

   The name had belonged to them _____ *than anyone else.*

   A. longest
   B. longer
   C. long
   D. Leave as it is in the story

3. How should the end of sentence 10 be written? (Rule 2c)

   A. their
   B. theys
   C. theirs
   D. Leave as it is in the story.

4. How should sentence 7 be written? (Rule 4d)

   A. This unfair seemed to the Yanomami people.
   B. This seemed unfair to the Yanomami people.
   C. This had unfair to the Yanomami people.
   D. Leave as it is in the story.

5. How should sentence 9 be written? (Rule 1f)

   A. They searched for the goodest solution.
   B. They searched for the most best solution.
   C. They searched for the best solution.
   D. Leave as it is in the story.

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24. The Fastest Bike

Bike riding was my favorite hobby. I loved to ride like the wind. I had the fastest bike on my street. One day I riding along feeling very proud. Then Jeri Fisher passed me on her new bike and sticked out her tongue. That did it! I rode after her, but her bike was fast than mine. I struggled to keep up as she sped toward the curve. Would it be too much for me? No. I was okay, but it was too much for she. Her bike went sliding on the sand and fell over. I quickly stopped and help her up. "I guess you're today's winner," she said. "We will raced again tomorrow. Then I'll win for sure!"

Edit the story for 6 grammar errors. You may also write your changes below.

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25. Chocolate to the Rescue

I wake up suddenly and hear nothing. That's not good. I should hear crickets or other night bugs in the forest. I listen more careful. Nothing! I grab my flashlight in one hand and mine backpack in the other. Then I hear a loud noise in the bushes by the tent. I sit straight up in my sleeping bag. The sound gets more loud. I shine the flashlight outside. It's a bear! It stopped when it sees my light and sniffs the air. Will it leave I alone? I remember an opened bag of candy bars in my backpack. My hand shakes as I throw the candy to the bear. It quickly gobbles them up. It still looks real hungry to me. We stare at each other. Then the bear snorts and heads back into the trees. I take a deeply breath.

Edit the story for 7 grammar errors. You may also write your changes below.

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26. Election Deadline

I paint quickly. Things are not going good. I and Dan have not finished the posters. I am not an artist, and Dan paints badder than I do. I hope the posters will look all right. We are supposed to help Marcus put up the posters today. Marcus is already at school waiting for us. He has worked harder of all on this election. It is late, and I knew we don't have much time left. I start working faster. I don't know if we finish in time.

Edit the story for 6 grammar errors. You may also write your changes below.

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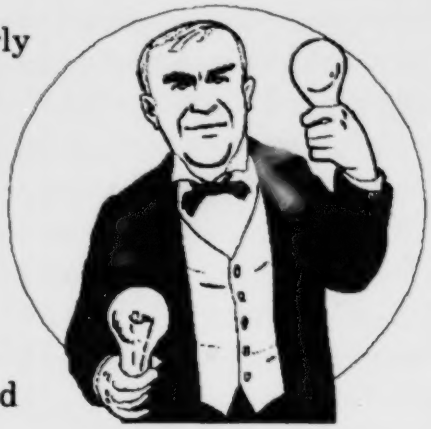
27. Edison's Bright Idea



People used lamps that burned gas in the early 1800s. There no light bulbs. Thomas Edison had a good idea. He wanted to make a light bulb powered by electricity. He hoped it would work gooder than the gas lamp. Him needed to find a special kind of wire. The wire would have to light up bright when an electric current flowed through it. Edison looked and looked for the right wire. He tried hundreds of materials from all over the world. He even tried hair and tar. Nothing seemed to work. He finally tried using a burned cotton thread as a wire. It worked very good! His more famous invention of all was born in 1879. The light bulb would be our from then on.

Edit the story for 7 grammar errors. You may also write your changes below.

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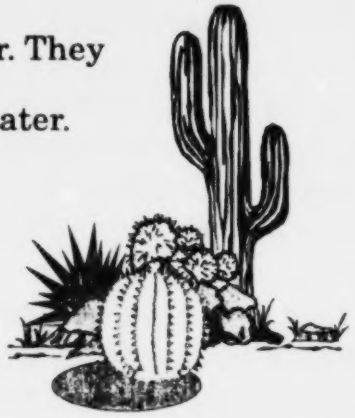
28. Water Seekers



Native Americans knew many ways to find water. They knew that muddy ground was the goodest sign of water. The mud could mean a underground spring was below. They also looked for cattails and willows. These plants grew where there was water below ground. Sometimes the natives drinked the morning dew. They took a fistful of dry grass and mop up dew from plants and rocks. Then they squeezed the water into their mouths. Natives living in the desert used cactus for water. They cut off chunks to suck on when they were thirsty. Those living by the sea found fresh water inside fish them caught. The Native Americans knew that water was most important to surviving than food.

Edit the story for 6 grammar errors. You may also write your changes below.

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Student Usage and Spelling Guide

Below is a list of usage and spelling rules and examples of how the rules are used. Apply these rules when you edit the stories.

1. Pronoun/Noun Agreement

a. Use a singular pronoun to replace a singular noun.

My muffin is burnt. It is burnt.

b. Use a plural pronoun to replace a plural noun.

My muffins are burnt. They are burnt.

c. Use a singular possessive pronoun with a singular noun.

The otter cleaned its fur. She washed her hands.

d. Use a plural possessive pronoun with a plural noun.

The otters cleaned their fur. They washed their hands.

e. Use a female pronoun (*she* or *her*) to replace a female noun. Use a male pronoun (*he* or *him*) to replace a male noun.

Lila got ready for bed. She brushed her teeth.

2. Subject/Verb Agreement

a. Use a singular verb with a singular subject.

The boy plays with trucks. He plays with trucks. He was alone.

b. Use a plural verb with a plural subject.

The boys play with trucks. They play with trucks. They were alone.

3. Noun/Adjective Agreement

a. Use a singular adjective to describe a singular noun. (this, that)

This bush beside me needs trimming. That bush does not.

b. Use a plural adjective to describe a plural noun. (these, those)

Those bushes over there need trimming. These bushes do not.

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4. Single Subject

Use a noun or a pronoun as the subject of a sentence, not both.

John ~~he~~ went to the store OR ~~John~~ He went to the store.

5. Double Negatives

Use only one negative word to state a negative idea.

I don't need ~~no~~ grammar lessons. I don't have any money.

OR

I ~~don't~~ need no grammar lessons. I ~~don't~~ have no money.

6. Special Word Pairs

Use the right word for the meaning of the sentence. Some word pairs are easily confused.

(did/done)	Tony did his homework.	He is done.
(went/gone)	He went home after school.	He is gone.

The following kinds of spelling errors are also found in the stories.

7. Plural Words

a. Add an *s* to the end of most words. Add *es* to words that end in *s*, *ss*, *sh*, or *ch*.

dreams flags buses kisses bushes lunches

b. Learn the words that do not follow the rules.

child/children man/men tooth/teeth foot/feet

8. Homonyms

Use the correct homonym. (Homonyms are words that sound alike but have different meanings and are spelled differently.)

for/four to/too/two hear/here are/our

your/you're their/there/they're 50

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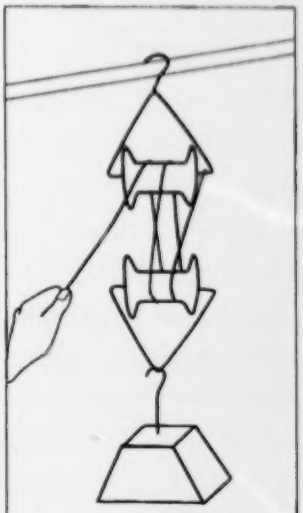
29. The Pulley

[1]Can you lift 100 pounds? [2]It's easy. [3]Just use a special wheel called a pulley to ease the weight. [4]A small pulley can use their power to lift a large weight. [5]Tie one end of a rope to a load. [6]Pass the rope over the pulley. [7]Then pull on the other end of the rope. [8]You can use two or more pulleys to make lifting easier. [9]The picture show one way this can be done. [10]The rope is wrapped around both spools three times. [11]This means that lifting the load will be four times easier. [12]It also means that it will take four times as long to do the lifting. [13]The pulley is one of are most useful tools.



double pulley

1. How should sentence 4 be written? (Rule 1c)
   - **A.** A small pulley can use theirs power to lift a large weight.
   - **B.** A small pulley can use its power to lift a large weight.
   - **C.** A small pulley can use it power to lift a large weight.
   - **D.** Leave as it is in the story.

2. How should sentence 9 be written? (Rule 2a)
   - **A.** The picture shows one way this can be done.
   - **B.** The pictures shows one way this can be done.
   - **C.** The pictures show one way this can be done.
   - **D.** Leave as it is in the story.

3. Circle the word that is misspelled in sentence 13, shown below. (Rule 8)

   The pulley is one of are most useful tools.

   Spell the word correctly _____

4. Look at the picture. What should sentence 10 say? (Content)
   - **A.** The rope is wrapped around both spools one time.
   - **B.** The rope is wrapped around both spools two times.
   - **C.** The rope is wrapped around both spools four times.
   - **D.** Leave as it is in the story.

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30. The First Popsicle

[1]The Popsicle was invented in 1905 by an 11 year old named Frank Epperson. [2]The neighborhood children were putting on an outdoor carnival. [3]Frank he was in charge of the soda stand. [4]One night Frank left a glass of soda pop on his back porch and then goed to bed. [5]In these glass was a wooden stick. [6]It was so cold that night that the soda froze. [7]In the morning, Frank used the stick to pull the ice out of the glass. [8]He took a bite of the frozen treat and liked them. [9]Everyone else liked it too. [10]Frank called the treat an Eppsicle. [11]The name was later changed to Popsicle.

1. How should sentence 3 be written? (Rule 4)

_____ *in charge of the soda stand.*

A. Frank was
B. Him was
C. He Frank was
D. Leave as it is in the story.

2. How should the end of sentence 4 be written? (Rule 6)

One night Frank left a glass of soda pop on his back porch and

A. then go to bed.
B. then goes to bed.
C. then went to bed.
D. Leave as it is in the story.

3. Which word should be used in Sentence 5? (Rule 3a)

In _____ *glass was a wooden stick.*

A. those
B. them
C. this
D. Leave as it is in the story.

4. How should sentence 8 be written? (Rule 1a)

A. He took a bite of the frozen treat and liked thems.
B. He took a bite of the frozen treat and liked its.
C. He took a bite of the frozen treat and liked it.
D. Leave as it is in the story.

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31. Finding Freedom

[1]The other slaves and I done our best to get away quietly from our master in Virginia. [2]We were walking in the dark woods. [3]I thought I heard a twig snap behind us, but I didn't see nobody. [4]We saw a lantern hanging in front of a house. [5]It meant this house was safe! [6]An old woman gave us hot food, and she let us stay in her cellar. [7]It was hard to sleep because I heard many bloodhounds howling in the distance. [8]At last I awoke to a new day. [9]That dogs did not find us after all. [10]We would cross the big lake to get to Canada today. [11]I was so excited. [12]I would be free at last!

1. How should the first part of sentence 1 be written? (Rule 6)

_____*our best to get away quietly from our master in Virginia.*

- **A.** The other slaves and I doned
- **B.** The other slaves and I did
- **C.** The other slaves and I dids
- **D.** Leave as it is in the story.

2. How should sentence 2 be written? (Rule 2b)

- **A.** We was walking in the dark woods.
- **B.** I were walking in the dark woods.
- **C.** He were walking in the dark woods.
- **D.** Leave as it is in the story.

3. How should the last part of sentence 3 be written? (Rule 5)

I thought I heard a twig snap behind us, _____

- **A.** but I didn't see nothing.
- **B.** but I didn't see no one.
- **C.** but I didn't see anybody.
- **D.** Leave as it is in the story.

4. How should sentence 9 be written? (Rule 3b)

- **A.** Those dogs did not find us after all.
- **B.** Those dog did not find us after all.
- **C.** This dogs did not find us after all.
- **D.** Leave as it is in the story.

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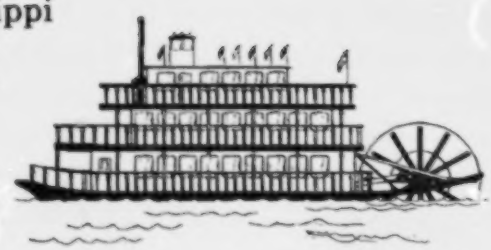
32. Down the River



The paddleboat chugs down the Mississippi River. Jim waves to his mother on shore as the captain blows the whistle. Jim's mother is sending him to visit his uncle in New Orleans. This is the first time he has went alone. The deck it is crowded. An old man plays the banjo while his grandson dances. People toss them coins. Jim doesn't have no extra coins. He has just enough to pay for his ticket. Ma packed two sandwiches four him in a basket. The sandwichs smell like fried ham. Jim's mouth waters, but she is really thinking of home.

Edit the story for 4 usage errors and 2 spelling errors. You may also write your changes below.

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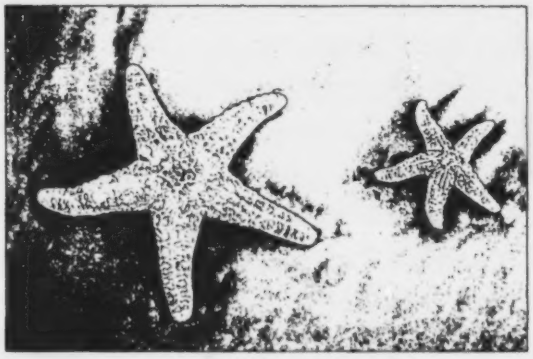
33. Sea Stars



Sea stars are sometimes called starfish, but they are not really fish at all. These animals is related to sand dollars. A sea star has a rough outer skin to protect it. Turn the animal over, and you can see their mouth and feet. A sea star has hundreds of tiny foots. It can pull this feet in or out. At the end of each foot is a tiny suction cup. The cup let the sea star grip the rocks so the waves don't knock it loose. You can often find sea stars stuck too the rocks in tidepools.

Edit the story for 4 usage errors and 2 spelling errors. You may also write your changes below.

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34. Chippewa Dream Catcher

The Chippewa tribe believed that good and bad dreams floated around at night. Tribe memberes used dream catchers to protect themselves from bad dreams. Dream catchers was made from a hoop of red willow with animal cord webbing. They were hung above children's beds. Bad dreams were caught so it wouldn't harm anyone. Good dreams found its way through the hole in the middle. Then they slid down the feather and landed on the heads of the childrens.

Edit the story for 3 usage errors and 2 spelling errors. You may also write your changes below.

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Mixed Skills Guide

The following stories have mixed errors in capitalization, punctuation, grammar, usage, and spelling. All of the stories require editing. The number and kinds of errors are listed for each story. Use the editing marks shown on page ix or write the changes on the lines given.

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35. Early Carving

32 East 3rd Street
Tall Trees, Utah
April, 7, 2001

Dear Aldus

I dug up some facts for your report. People from all over the world have been carvers. They have carved wood, ivory, glass, and stone. Stone was used in Egypt for carving the egyptian pyramids. Wood used for canoes and totem poles in North America. Ivory was used in China. To carve statues and other decorations. Glass beads were first carved in Italy. Now it's up to you to use paper and put your ideas into a great class report.

Yours truly,

Tom wu

Edit the story for the following errors:

2 capitalization, 1 grammar, 1 fragment, 2 friendly letter

You may also write your changes below.

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36. Karate Kicks

snap kick

Karate combines exercises for the mind and the body. Classes begins with deep breathing. The student must clear his mind of all thoughts that are not about karate. The student then practices five basic kinds of moves. They are stands, blocks, hits kicks, and jumps. A basic kick is the snap kick. The bent leg is lifted waist high to the side and the inside of the knee is parallel to the ground. Then the leg extended in a snap. The hit occurs with the ball of the foot. Sometimes this move is done with an yell. The yell it works to focus the mind and the body on the hit.

Edit the story for the following errors:

2 punctuation, 2 usage, 2 grammar

You may also write your changes below.

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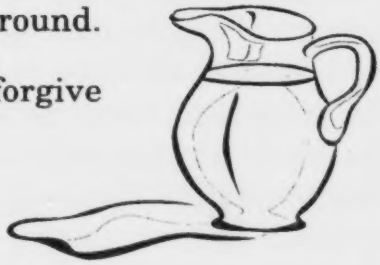
37. The Secret Leaks Out



Smash! Mom's favorite water pitcher fell to the ground. "You broke the pitcher!" Tom yelled. "She won't forgive us for playing catch with them."

I started to panic. What should we do? I asked.

Tom said, "wait a minute!" He ran upstairs and came back with a tube of glue. We careful put the pieces back together. "It's as good as new," he said. I looked at him doubtfully. That evening Mom asked Tom to fill the pitcher with water for dinner.

I whispered to he, "Don't hold the pitcher by the handle." He place the full pitcher in the middle of the table. We all sat down to eat.

"My napkin is wet" Mom said as she sat down. I kicked Tom under the table. I hoped Mom would not notice as the water from the pitcher spread across the tablecloth.

Edit the story for the following errors:

3 dialog, 3 grammar, 1 usage

You may also write your changes below.

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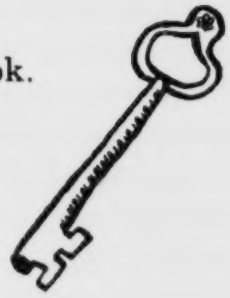
38. The Lost Key

"What's that crackling sound?" Gobi asked.

"The cave is going to collapse" exclaimed his brother Yok. They scurried out of the way.



"Thank goodness. Only a few rocks came down but that was close. We must watch most carefully than that," Yok said. He wanted nothing to stop them from finding the family key. It was the only thing that could open their safe Gramps lost the key in this zinc mine on June 12 1921. The safe had been locked ever since. It was getting late, and the boys were tired.

They gone toward the opening. "Yikes!" Gobi cried as he tripped. He rubbed their knee as he shone his light. A piece of metal gleamed in the loosened soil. He recognized the shape. It was a key!

Edit the story for the following errors:

3 punctuation, 2 usage, 1 grammar, 1 run-on

You may also write your changes below.

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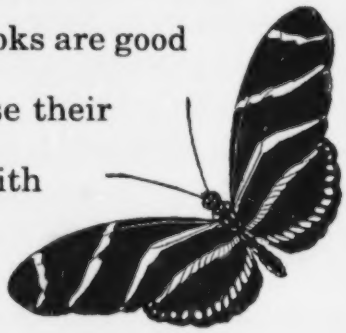
39. Using Their Looks

The rain forest has hundreds of kinds of butterflies. Their colorful looks attract other butterflies. Thats not all their looks are good for. They also good for defense. Some butterflies use their looks as a warning. The zebra butterfly is black with white stripes. The stripes warn birds that these kind of butterfly tastes bad. There are other butterflies with black and white stripes that taste gooder than the zebra butterfly. Birds also left them alone because they look like the zebra butterfly. Some butterflies use their looks to hide. Their colors help them blend in with the plants. They seems invisible to enemies.



Edit the story for the following errors:

1 punctuation, 3 grammar, 2 usage

You may also write your changes below.

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40. Rain Forest Adventure

San Jose, Costa Rica
July 1, 2001

Dear miss Marker,

My family is visiting Costa Rica. This place is beautiful! We went to see the rain forest. We put on a harness and were lifted up into the treetops. Colorfully parrots flew by. Monkeys swung through the branchs. Tomorrow we will visit Poas national Park. We will look inside a volcano that isn't active. We also see the nearby waterfalls if we have time. I am so glad we learned about the rain forest in you're class.

Your student

Carlos

Edit the letter for the following errors:

2 capitalization, 1 friendly letter, 2 grammar, 2 spelling

You may also write your changes below.

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ANSWERS

This answer key provides the following information for each activity: the reading level, the number and types of errors, a paragraph showing the locations of the errors, a bracketed reference to the corresponding section of the *Teacher's Grammar Guide* on page 75, and the corrected paragraph. For multiple choice activities, the errors are bolded in the paragraph. For story edits, errors are indicated with superscribed numbers in the paragraph. Note that in the error count below, a run-on sentence or a sentence fragment is counted as one error even though the correction may require two changes, e.g., adding or deleting a period and a capital letter.

The errors in English mechanics in *Editor in Chief Beginning* correspond to third- and fourth-grade language arts standards. For further information about the rules of grammar, usage, and punctuation covered in this book, see the *Teacher's Grammar Guide* page 75.

Editing Practice (pg. x)

1a. Ellen ~~she~~ is my best friend.
1b. Report cards come out/in the summer.
1c. Mountain's form in many ways.
2a. He's **too** thin for those big pants.
2b. My horseback riding lessons **are** fun.
2c. Vi goes back to school on **M**onday.
3a. How does **J.J.** spell is full name?
3b. I **am** going to the store.
3c. My cat has orange, black, and white stripes.
4. Jake followed the muddy **steps** into the house. His mind was racing. "Did I leave the door unlocked?" he said out loud. The dog **didn't** bark. That was unusual. "Sparky!" he yelled. A door slammed shut. "Who is that?" Jake asked.

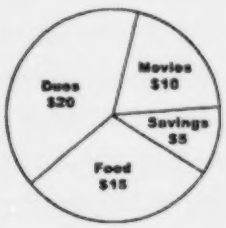
CAPITALIZATION

1. Budget Your Money

Reading Level: 3.2
4 capitalization errors; 1 content error

Story Errors

a. j. Johnson earns $50 a month baby-sitting. She spends most of it on movies, food, and dues for the **Girl Scouts**. Her parents say she should save some of that money for their summer trip to the **grand canyon**. **they** suggest that she make a budget. She makes the budget shown on the right. She will spend the most money on **food and movies.**



Multiple Choice Answers

1. **C** *A. J. Johnson*—Initials **[1.5]**
2. **D** *Leave as it is in the story*— Proper noun **[1.3]**
3. **C** *Grand Canyon*—Proper noun **[1.3]**
4. **A** *They suggest that*—First word in sentence **[1.1]**
5. **A** *food and dues*—Content: see illustration **[2.1]**

Budget Your Money—Corrected

A. J. Johnson earns $50 a month baby-sitting. She spends most of it on movies, food, and dues for the Girl Scouts. Her parents say she should save some of that money for their summer trip to the Grand Canyon. They suggest that she make a budget. She makes the budget shown on the right. She will spend the most money on food and dues.

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2. Soccer Surprise

Reading Level: 3.4
4 capitalization errors

Story Errors

It was the **friday** night before the boys' soccer game with the Reptiles. We were playing at **st. martin's school** in the morning. Then disaster struck. Our best player sprained his foot! We had to get a new forward. What could we do? **I thought of my sister, gopher.** She was a great player, and she looked kind of like a boy with her short hair. Could we fool the Reptiles? We almost did. She was scoring her sixth goal when someone yelled, "Way to go, Susie!" Now everyone knew a girl was playing. We thought it was over for us! Then **coach** Roberts decided to let her stay. It was our lucky day. We won!

Multiple Choice Answers

1. **A** *Friday*—Weekday **[1.8]**
2. **C** *St. Martin's School*— Abbreviated form of proper noun **[1.5]**
3. **B** I thought of my sister, *Gopher.*—Proper noun (nickname) **[1.3]**
4. **A** *Coach Roberts* decided to let her stay.—Proper noun (title) **[1.6]**

Soccer Surprise—Corrected

It was the Friday night before the boys' soccer game with the Reptiles. We were playing at St. Martin's School in the morning. Then disaster struck. Our best player sprained his foot! We had to get a new forward. What could we do? I thought of my sister, Gopher. She was a great player, and she looked kind of like a boy with her short hair. Could we fool the Reptiles? We almost did. She was scoring her sixth goal when someone yelled, "Way to go, Susie!" Now everyone knew a girl was playing. We thought it was over for us! Then Coach Roberts decided to let her stay. It was our lucky day. We won!

3. Wilderness Survivor: Gary Paulsen

Reading Level: 4.4
4 capitalization errors

Story Errors

Gary Paulsen writes tales of adventure. Many of his story ideas come from his own life. He left home at a young age to join a carnival. As an adult, he lived in a cabin in the woods of **minnesota** and wrote his first book there. He also raced dog sleds in alaska. One of his most famous books is ***hatchet***. In this book, a **Boy** named Brian learns the hard way how to survive. He is stranded alone in the **alaskan** wilderness. He must face wild animals and freezing weather. Gary Paulsen's books share his love of adventure and nature with his readers.

Multiple Choice Answers

1. **B** he lived in a cabin in the woods of *Minnesota*— Proper noun **[1.3]**
2. **C** One of his most famous books is *Hatchet.*—Title of book **[1.7]**
3. **C** *In this book, a boy named Brian learns the hard way how to survive.*—Unnecessary capital (not a proper noun) **[1.3]**
4. **A** *Alaskan wilderness*—Proper adjective **[1.4]**

Wilderness Survivor: Gary Paulsen—Corrected

Gary Paulsen writes tales of adventure. Many of his story ideas come from his own life. He left home at a young age to join a carnival. As an adult, he lived in a cabin in the woods of Minnesota and wrote his first book there. He also raced dog sleds in Alaska. One of his most famous books is *Hatchet*. In this book, a boy named Brian learns the hard way how to survive. He is stranded alone in the Alaskan wilderness. He must face wild animals and freezing weather. Gary Paulsen's books share his love of adventure and nature with his readers.

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4. Common Cultures

Reading Level: 3.3
5 capitalization errors
Student Guide: Rules 2c, 3c, 3a, 2a, 5

Story Errors

January 29, 2001

Dear mrs.[1] Fuentes,

I am having a great time on the island of honshu.[2] American and Japanese people have a lot in common. We both wear the same types of clothes. We also both like baseball. They even have [3]little league.[3] I had a lot of fun at a Japanese baseball game last Friday. People in Japan love the theater as much as we do. My friend John thomas[4] and I saw a Japanese play. The actors wear masks, and they don't talk. The actors sing the story as a flute and drum play. I wish you could have seen it. I'll be home by president's[5] Day. Tell my friends that I miss them.

Love,
Vi

1. *Mrs. Fuentes*—Abbreviated title **[1.6]**
2. *Honshu*—Proper noun **[1.3]**
3. *Little League*—Proper noun **[1.3]**
4. *John Thomas*—Proper noun **[1.3]**
5. *President's Day*—Holiday **[1.8]**

Common Cultures—Corrected

January 29, 2001

Dear Mrs. Fuentes,

I am having a great time on the island of Honshu. American and Japanese people have a lot in common. We both wear the same types of clothes. We also both like baseball. They even have Little League. I had a lot of fun at a Japanese baseball game last Friday. People in Japan love the theater as much as we do. My friend John Thomas and I saw a Japanese play. The actors wear masks, and they don't talk. The actors sing the story as a flute and drum play. I wish you could have seen it. I'll be home by President's Day. Tell my friends that I miss them.

Love
Vi

5. Dia de los Muertos

Reading Level: 4.0
5 capitalization errors
Student Guide: Rules 4, 5, 1, 2a

Story Errors

The mexican[1] people have a special holiday that honors people who have died. It is *Dia de los Muertos*, which means "Day of the Dead" in English. Celebrations take place on the first and second days of november[2]. Mexicans give offerings of food and music to the dead. Many people go to church and give prayers. They march in "day of the dead"[3] parades and wear masks they have made. The masks look like skeleton faces. some[4] are white with black circles for eyes. Others are brightly colored. The People[5] dance, sing, and play the drums as they parade.

1. *Mexican*—Proper adjective **[1.4]**
2. *November*—Month **[1.8]**
3. *"Day of the Dead"*—Holiday **[1.8]**
4. *Some*—First word in sentence **[1.1]**
5. *people*—Unnecessary capital (not a proper noun) **[1.3]**

Dia de los Muertos—Corrected

The Mexican people have a special holiday that honors people who have died. It is *Dia de los Muertos*, which means "Day of the Dead" in English. Celebrations take place on the first and second days of November. Mexicans give offerings of food and music to the dead. Many people go to church and give prayers. They march in "Day of the Dead" parades and wear masks they have made. The masks look like skeleton faces. Some are white with black circles for eyes. Others are brightly

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colored. The people dance, sing, and play the drums as they parade.

PUNCTUATION

6. Netting Butterflies

Reading Level: 3.1
4 punctuation errors; 1 content error

Story Errors

Lashonda had a net and three jars in her pack. **Mr Grant** had asked the students to catch three butterflies each. He said he'd give extra credit if they were different kinds. Lashonda was having fun watching the bees, flies, and other flying insects. Then she saw a **butterfly Could** she get it into the jar? Oops! It flew **away but** she kept trying. She finally caught three. **One of them was different.** She would get extra credit. She would take them to school to show the class. She couldn't keep them forever. **Sh'ed let them go after school.**

Multiple Choice Answers

1. **B** *period (.)*—Period to end sentence **[5.14]**
2. **C** *She'd*—Apostrophe used in contraction **[5.1]**
3. **C** *Mr. Grant*—Period after abbreviation **[5.15]**
4. **A** *It flew away, but she kept trying.*—Comma used before a coordinating conjunction **[5.12]**
5. **A** *All of them were different.*—Content: see illustration **[2.1]**

Netting Butterflies—Corrected

Lashonda had a net and three jars in her pack. Mr. Grant had asked the students to catch three butterflies each. He said he'd give extra credit if they were different kinds. Lashonda was having fun watching the bees, flies, and other flying insects. Then she saw a butterfly. Could she get it into the jar? Oops! It flew away, but she kept trying. She finally caught three. All of them were different. She would get extra credit. She would take them to school to show the class. She couldn't keep them forever. She'd let them go after school.

7. Fuzzy Is Missing!

Reading Level: 3.1
4 punctuation errors (and 1 question correct as is)

Story Errors

The chalkboard read **November, 19, 2003.** It was Carrie's day to clean Fuzzy's cage. She opened the **door picked** up some clean straw, and put it in the cage. Then the fire alarm rang shrilly. The class quickly lined up and walked outside. The bell rang, and the class went back to their room. The hamster's cage door stood open. **Fuzzy was gone!** Where was **Fuzzy.** Carrie looked all around the room. He wasn't on the shelf or in the cabinet. Where could he be? The class started to laugh. Carrie looked up and saw Brad's baseball cap scurrying across the floor. She lifted the **cap there** was Fuzzy.

Multiple Choice Answers

1. **C** *November 19, 2003.*—Comma used in date **[5.7]**
2. **D** *Leave as it is in the story*—Exclamation mark **[5.13]**
3. **A** *Where was Fuzzy?*—Question mark **[5.17]**
4. **A** *She opened the door, picked up some clean straw, and put it in the cage.*—Comma used between words in a series **[5.5]**
5. **B** *She lifted the cap. There was Fuzzy.*—Run-on sentence **[5.20]**

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Fuzzy Is Missing!—Corrected

The chalkboard read November 19, 2003. It was Carrie's day to clean Fuzzy's cage. She opened the door, picked up some clean straw, and put it in the cage. Then the fire alarm rang shrilly. The class quickly lined up and walked outside. The bell rang, and the class went back to their room. The hamster's cage door stood open. Fuzzy was gone! Where was Fuzzy? Carrie looked all around the room. He wasn't on the shelf or in the cabinet. Where could he be? The class started to laugh. Carrie looked up and saw Brad's baseball cap scurrying across the floor. She lifted the cap. There was Fuzzy.

8. Kitten Confusion

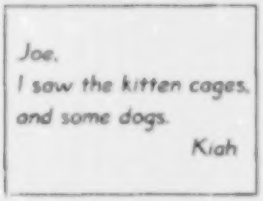
Reading Level: 3.5
5 punctuation errors

Story Errors

Joe planned to pick up the last kitten at the shelter after school. Would it still be there? Joe's friend Kiah had passed the shelter at **1200, Elm Street** Camden. She was coming back from the dentist's office. Joe **asked "What** did you see?" Kiah couldn't talk because her mouth was sore, so she wrote him a note. Joe frowned after reading **Kiahs** note and put it away.

Kiah found Joe after school. She asked, "Why are you so sad? No one took the kitten yet."

Joe's eyebrows shot up with surprise. **"I thought the kitten was gone! he** exclaimed. "You needed another comma in your note."



Multiple Choice Answers

1. **B** *1200 Elm Street, Camden.*—Comma used to separate the elements of address **[5.6]**
2. **A** *Joe asked, "What did you see?"* — Comma used to separate speaker from quote **[5.10]**
3. *Kiah's*—Apostrophe used to form singular possessive noun **[5.2]**
4. **B** *I saw the kitten, cages, and some dogs.*—Comma used to separate words in a series **[5.5]**
5. **C** *quotation mark*—Quotation marks used to enclose direct quote **[5.19]**

Kitten Confusion—Corrected

Joe planned to pick up the last kitten at the shelter after school. Would it still be there? Joe's friend Kiah had passed the shelter at 1200 Elm Street, Camden. She was coming back from the dentist's office. Joe asked "What did you see?" Kiah couldn't talk because her mouth was sore, so she wrote him a note. Joe frowned after reading Kiah's note and put it away.

Kiah found Joe after school. She asked, "Why are you so sad? No one took the kitten yet."

Joe's eyebrows shot up with surprise. "I thought the kitten was gone!" he exclaimed. "You needed another comma in your note."

9. A New Friend

Reading Level: 3.0
5 punctuation errors
Student Guide: Rules 6b, 1c, 4c, 4e, 5

Story Errors

The new girl seemed scared. Her eyes looked down at the floor. Mrs. Henry put her arm around the girls[1] tiny shoulders. "This is Tacey. She's from Austin, Texas. Please try to make her feel welcome." No one said anything, but I had an idea. I raised my hand, and Mrs[2] Henry called on me.

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I asked[3] "Would you like to eat lunch with Lucy and me?"

Tacey looked up[4] and she smiled at me. [5]Sure,[5] she said. Then I realized that making a new friend wasn't hard. It just took a little thinking. My reward was a new friend's smile.

1. *girl's*—Apostrophe used to form singular possessive **[5.2]**
2. *Mrs. Henry*—Period after abbreviation **[5.15]**
3. *I asked, "Would*—Comma used to separate speaker from quote **[5.10]**
4. *up, and she*—Comma used before coordinating conjunction **[5.12]**
5. *"Sure," she said.*—Quotation marks **[5.19]**

A New Friend—Corrected

The new girl seemed scared. Her eyes looked down at the floor. Mrs. Henry put her arm around the girl's tiny shoulders. "This is Tacey. She's from Austin, Texas. Please try to make her feel welcome." No one said anything, but I had an idea. I raised my hand, and Mrs. Henry called on me.

I asked, "Would you like to eat lunch with Lucy and me?"

Tacey looked up, and she smiled at me. "Sure," she said. Then I realized that making a new friend wasn't hard. It just took a little thinking. My reward was a new friend's smile.

10. The Treasure Map

Reading Level: 3.1
5 punctuation errors
Student Guide: Rules 4d, 6a, 4b, 4a, 3

Story Errors

Clyde found the map at the bottom of an old trunk. It was torn[1] faded, and dusty. He was sure it was a real treasure map. The big X in the corner couldnt[2] be missed. The map was dated September 12[3] 1802. He recognized the river and hills that were north of town. Dead Man's Bluff was now a shopping mall at 200 Pine Street[4] Madison. Dribble Creek was dried up. The names of places had changed. The place marked by the X could be hard to find. Then he noticed the faint trail drawn on the map. He suddenly exclaimed, "I know where the treasure is[5]"

1. *torn, faded, and dusty*—Comma used to separate words in a series **[5.5]**
2. *couldn't*—Apostrophe in contraction **[5.1]**
3. *September 12, 1802*—Comma used in dates **[5.7]**
4. *200 Pine Street, Madison*—Comma used to separate elements of address **[5.6]**
5. *treasure is!"*—Exclamatory remark **[5.13]**

The Treasure Map—Corrected

Clyde found the map at the bottom of an old trunk. It was torn, faded, and dusty. He was sure it was a real treasure map. The big X in the corner couldn't be missed. The map was dated September 12, 1802. He recognized the river and hills that were north of town. Dead Man's Bluff was now a shopping mall at 200 Pine Street, Madison. Dribble Creek was dried up. The names of places had changed. The place marked by the X could be hard to find. Then he noticed the faint trail drawn on the map. He suddenly exclaimed, "I know where the treasure is!"

11. Dinosaur Herds

Reading Level: 4.6
6 punctuation errors
Student Guide: Rules 2, 1a, 4e, 6b, 6,1b

Story Errors

Did dinosaurs travel in herds[1] Scientists think they did, and they found dinosaur tracks in Alaska that help to prove this idea[2] Most of the footprints came from the duckbill dinosaurs called hadrosaurs. A hadrosaur ate plants[3] but it

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had more teeth than any other dinosaur. The hadrosaur's mouth was shaped like a birds[4] beak. It had rows of flat teeth for chewing tough twigs and pine cones. These teeth were in the back of the mouth. The hadrosaur didn't have sharp teeth in fron't[5] to bite an enemy. It had no way to protect itself. Traveling in groups was safer. Young and weaker dinosaurs stayed in the middle as the herd traveled. Getting food was easier in a herd[6] the animals could search a larger area and share any food they found.

1. *travel in herds?*—Direct question **[5.17]**
2. *this idea. Most of*—Period at end of sentence **[5.14]**
3. *ate plants, but*—Comma used before coordinating conjunction **[5.12]**
4. *bird's beak*—Apostrophe in singular possessive noun **[5.2]**
5. *front*—Unnecessary apostrophe **[5.1]**
6. *in a herd. The animals*—Run-on sentence **[5.20]**

Dinosaur Herds—Corrected

Did dinosaurs travel in herds? Scientists think they did, and they found dinosaur tracks in Alaska that help to prove this idea. Most of the footprints came from the duckbill dinosaurs called hadrosaurs. A hadrosaur ate plants, but it had more teeth than any other dinosaur. The hadrosaur's mouth was shaped like a bird's beak. It had rows of flat teeth for chewing tough twigs and pine cones. These teeth were in the back of the mouth. The hadrosaur didn't have sharp teeth in front to bite an enemy. It had no way to protect itself. Traveling in groups was safer. Young and weaker dinosaurs stayed in the middle as the herd traveled. Getting food was easier in a herd. The animals could search a larger area and share any food they found.

RUN-ONS AND FRAGMENTS

12. SNAP!

Reading Level: 3.0
3 run-on errors

Story Errors

The huge crocodile lunged at Michael. Its jaws snapped shut just as Michael rolled over. The green beast came at **him a** sudden noise distracted it. The beast turned away. Michael rolled onto the crocodile's **back and** he grabbed its jaws, and he held them shut tight. The crocodile tried to get loose. "Get off me!" said a voice.

"What?" said Michael.

"Get off me, Michael!" the voice cried again. **Michael opened his eyes and he was sitting on top of Noah and he was holding Noah's green sleeping bag shut.**

"Sorry, Noah," Michael said sheepishly.

Multiple Choice Answers

1. **C** *The green beast came at him. A sudden noise distracted it.*—Run-on **[5.20]**
2. **A** *crocodile's back. He grabbed*—Run-on **[5.20]**
3. **A** or **B** —This run-on can be divided into 2 or 3 sentences.**[5.20]**

**Michael opened his eyes. He was sitting on top of Noah, and he was holding Noah's green sleeping bag shut.*

or

**Michael opened his eyes, and he was sitting on top of Noah. He was holding Noah's green sleeping bag shut.*

or

**Michael opened his eyes. He was sitting on top of Noah. He was holding Noah's green sleeping bag shut.*

SNAP!—Corrected

The huge crocodile lunged at Michael. Its jaws snapped shut just as Michael rolled over. The green beast came at him. A sudden noise distracted it. The beast turned away. Michael rolled onto the

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crocodile's back. He grabbed its jaws, and he held them shut tight. The crocodile tried to get loose. "Get off me!" said a voice.

"What?" said Michael.

"Get off me, Michael!" the voice cried again. Michael opened his eyes, and he was sitting on top of Noah. He was holding Noah's green sleeping bag shut.

"Sorry, Noah," Michael said sheepishly.

13. Up a Tree

Reading Level: 2.7
3 fragment errors

Story Errors

The dogs were barking and licking. At his heels. Could Yuji reach the tree in time? Yes! He grabbed a branch and swung himself up. He wrapped his legs tightly around a thick limb. The bark was rough, and he cried out. The dogs circled around the tree trunk and barked some more. Two dogs tried to jump up to him. **Couldn't** reach him. He lay still on the branch. **His face sweating.** If only the package of meat hadn't leaked all over him, he wouldn't be stuck up this tree.

Multiple Choice Answers

1. **C** *The dogs were barking and licking at his heels.*—Fragment **[5.21]**
2. **A** *His face was sweating.*—Fragment **[5.21]**
3. **B** *a subject. (They* couldn't reach him.*)*—Fragment **[5.21]**

Up a Tree—Corrected

The dogs were barking and licking at his heels. Could Yuji reach the tree in time? Yes! He grabbed a branch and swung himself up. He wrapped his legs tightly around a thick limb. The bark was rough, and he cried out. The dogs circled around the tree trunk and barked some more. Two dogs tried to jump up to him. They couldn't reach him. He lay still on the branch. His face was sweating. If only the package of meat hadn't leaked all over him, he wouldn't be stuck up this tree.

14. Penguins Are Built to Dive

Reading Level: 3.4
1 run-on error; 2 fragment errors
Student Guide: Rules 2a, 1b, 2a

Story Errors

Most birds are built for flying. They have large wings and hollow bones. These hollow bones are light.[1] And make it easier to fly. A penguin's body is shaped like a torpedo, and it is built to dive underwater for fish[2] and a penguin cannot fly. Its wings are small and close to the body. These small wings are like flippers. A penguin's bones are solid.[3] Rather than hollow. These heavy bones help it to dive deeply. The black-footed penguin can dive to a depth of more than 400 feet.

1. *are light and* —Fragment **[5.21]**
2. *for fish. A penguin*—Run-on **[5.20]**
3. *are solid rather than hollow*—Fragment **[5.21]**

Penguins Are Built to Dive—Corrected

Most birds are built for flying. They have large wings and hollow bones. These hollow bones are light and make it easier to fly. A penguin's body is shaped like a torpedo, and it is built to dive underwater for fish. A penguin cannot fly. Its wings are small and close to the body. These small wings are like flippers. A penguin's bones are solid rather than hollow. These heavy bones help it to dive deeply. The black-footed penguin can dive to a depth of more than 400 feet.

DIALOG

15. K-9 Detective

Reading Level: 3.3
4 dialog errors

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Story Errors

Cole was missing. Cole's mother told the police, **"he's** been gone all day. He was just going to the creek."

Officer Beals **asked?** "Do you have something he wore today?" Cole's mother gave him her son's pajamas. The police dog sniffed the clothing. Then he sniffed the air. The search lasted less than an hour. The dog stopped at a tree near the creek. Cole was sitting down next to it. "It looks like Sparky has done it **again"** Officer Beals said to his partner.

"How did he know I was **here?** Cole asked in amazement.

Multiple Choice Answers

1. **C** *He's*—Capitalize first word in quote **[1.2]**
2. **C** *Officer Beals asked, "Do you have something he wore today?"*—Comma to separate speaker from quote **[5.10]**
3. **B** *comma (,)* —Comma used to separate speaker from quote **[5.10]**
4. **A** *"How did he know I was here?" Cole asked in amazement.*—Quotation marks to enclose quote **[5.19]**

K-9 Detective—Corrected

Cole was missing. Cole's mother told the police, "He's been gone all day. He was just going to the creek."

Officer Beals asked, "Do you have something he wore today?" Cole's mother gave him her son's pajamas. The police dog sniffed the clothing. Then he sniffed the air. The search lasted less than an hour. The dog stopped at a tree near the creek. Cole was sitting down next to it. "It looks like Sparky has done it again," Officer Beals said to his partner.

"How did he know I was here?" Cole asked in amazement.

16. The Basket Game

Reading Level: 2.9
4 dialog errors; 1 capitalization error
Student Guide: Rules 2c, 1a, 2b, 1b, 2a

Story Errors

"Do you know who invented this game?" Selima asked. She and Eduardo were playing basketball.

"Was it Jim Ball.[1]" Eduardo asked as he shot the ball. Selima shook her head. "how[2] about M.T. Basket?" Eduardo said with a smile. He shot again.

Selima made a shot and said[3] "That's not it. Basketball was invented by dr.[4] James Naismith in 1891. The first players used a peach basket with no hole in the bottom."

"Boy!" Eduardo exclaimed. "That must have been a really slow game if they had to get the ball out every time.[5]

1. *Jim Ball?" Eduardo asked*—Question mark to separate quote from speaker **[5.18]**
2. *"How about*—Capitalize first word in quote **[1.2]**
3. *and said, "That's*—Comma used to separate speaker from quote **[5.10]**
4. *Dr.*—Capitalize people's titles **[1.6]**
5. *out every time."*—Quotation marks to enclose quote **[5.19]**

The Basket Game—Corrected

"Do you know who invented this game?" Selima asked. She and Eduardo were playing basketball.

"Was it Jim Ball?" Eduardo asked as he shot the ball. Selima shook her head. "How about M.T. Basket?" Eduardo said with a smile. He shot again.

Selima made a shot and said, "That's not it. Basketball was invented by Dr. James Naismith in 1891. The first players used a peach basket with no hole in the bottom."

"Boy!" Eduardo exclaimed. "That must have been a really slow game if they had to get the ball out every time."

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FRIENDLY LETTER

17. Big Sky Country

Reading Level: 3.1
3 capitalization errors; 1 punctuation error; 1 content error

Story Errors

170 Eagle Lane
Bozeman, montana
May 1, 2001

dear aunt Taima,

Lake Azure is a beautiful place to hike. The lake is as blue as the sky in Montana. Palm trees line the lake trail. Tomorrow we will hike up the other side of the lake. Then we'll set up camp on Mount Rocky and stay for a few days. I'll be back next Sunday. Don't forget to pick me up at 6:00 P.M. in front of the school.

Love
Nita

Multiple Choice Answers

1. **D** *Leave as it is in the letter*—Capitalize a proper noun **[1.3]**
2. **C** *Bozeman, Montana*—Capitalize a proper noun **[1.3]**
3. **B** *Dear Aunt Taima,*—Capitalize the greeting of a friendly letter **[1.9]** and capitalize people's titles **[1.6]**
4. **A** *Love, Nita*—Comma after the closing in a friendly letter **[5.9]**
5. **A** *Pine trees line the lake trail.*—Content: see illustration. **[2.1]**

Big Sky Country—Corrected

170 Eagle Lane
Bozeman, Montana
May 1, 2001

Dear Aunt Taima,

Lake Azure is a beautiful place to hike. The lake is as blue as the sky in Montana. Pine trees line the lake trail. Tomorrow we will hike up the other side of the lake. Then we'll set up camp on Mount Rocky and stay for a few days. I'll be back next Sunday. Don't forget to pick me up at 6:00 P.M. in front of the school.

Love,
Nita

18. Voyage to India

Reading Level: 3.4
3 punctuation errors; 1 capitalization error

Story Errors

Calicut India
July **31 1498**

Dear **Anna**

The trip is almost over. It has been an honor to serve King John II. It is hard to believe we are the first Europeans to sail here. India is amazing. I have many new Indian spices and clothes to show you. The ship will be sailing back soon. We should be in Lisbon next fall. I promise that this will be my last voyage.

yours truly,
Manuel

Multiple Choice Answers

1. **B** *Calicut, India*—Comma used to separate the elements of an address **[5.6]**
2. **A** *July 31, 1498*—Comma used in dates **[5.7]**
3. **C** *Dear Anna,*—Comma used after greeting **[5.8]**
4. **C** *Yours truly,*—Capitalize the first word in the closing of a friendly letter **[1.10]**

Voyage to India—Corrected

Calicut, India
July 31,1498

Dear Anna,

The trip is almost over. It has been an honor to serve King John II. It is hard to believe we are the first Europeans to sail

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here. India is amazing. I have many new Indian spices and clothes to show you. The ship will be sailing back soon. We should be in Lisbon next fall. I promise that this will be my last voyage.

Yours truly,
Manuel

19. Delivering Cheer

Reading Level: 3.3
4 capitalization errors; 2 punctuation errors
Student Rules: 1a,1b, 2a, 3b, 4a

Story Errors

431 Main street[1]
Galahad[2] Vermont
june[3] 30, 2000

Dear Fran[4]

Guess what? Our class is doing a community project. We visit people at the hospital to cheer them up! I bring letters on Thursdays and read them to the patients. I feel very special because they are so glad to see me. I think it even helps them get better because they feel that we care about them. Will you go with me next Thursday? You will feel great when you see their smiles!

yours[5] always,
gabrielle[6]

1. *Street*—Capitalize a proper noun **[1.3]**
2. *Galahad, Vermont*—Comma used to separate elements of an address **[5.6]**
3. *June*—Capitalize month **[1.8]**
4. *Dear Fran,*—Comma used after greeting of a friendly letter **[5.8]**
5. *Yours always,*—Capitalize the first word in the closing of a friendly letter **[1.10]**
6. *Gabrielle*—Capitalize a proper noun **[1.3]**

Delivering Cheer—Corrected

431 Main Street
Galahad, Vermont
June 30, 2000

Dear Fran,

Guess what? Our class is doing a community project. We visit people at the hospital to cheer them up! I bring letters on Thursdays and read them to the patients. I feel very special because they are so glad to see me. I think it even helps them get better because they feel that we care about them. Will you go with me next Thursday? You will feel great when you see their smiles!

Yours always,
Gabrielle

GRAMMAR

20. Cave Explorer

Reading Level: 2.9
4 grammar errors; (and 1 content question correct as is)

Story Errors

Ali finally finds the cave again. **The entrance is a small opening between two rocks,** but the inside is huge. It is dark, and bats swoop down from above. Each time he goes a little more deeply into its dark depths. He knows he will be lost if his lantern goes out. He has **bring** a long piece of rope with him. He ties one end of the rope to a rock and the other end around his waist. He heads into the cave. He goes farther than ever before. Sometimes he pulls on the rope to make sure it is **tightly**. He starts back and **checked** the rope again. What a surprise. **Something pulling back!**

Multiple Choice Answers

1. **C** *brought*—Irregular past tense verb **[3.9]**
2. **C** *tight*—Adjective to modify pronoun (it) **[3.1]**
3. **B** *checks*—Present tense verb **[3.11]**
4. **D** *Leave as it is in the story*—Content: see illustration **[2.1]**
5. **C** *Something is pulling back!*—helping verb **[3.12]**

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Cave Explorer—Corrected

Ali finally finds the cave again. The entrance is a small opening between two rocks, but the inside is huge. It is dark, and bats swoop down from above. Each time he goes a little more deeply into its dark depths. He knows he will be lost if his lantern goes out. He has brought a long piece of rope with him. He ties one end of the rope to a rock and the other end around his waist. He heads into the cave. He goes farther than ever before. Sometimes he pulls on the rope to make sure it is tight He starts back and checks the rope again. What a surprise. Something is pulling back!

21. Boots Again

Reading Level: 2.5
4 grammar errors (and 1 question correct as is)

Story Errors

I ran across the street. Boots **did followed** me again. I jumped Timmy's fence and waited. Then I looked **slowly** over the fence. There was no sign of her. I did a **well** job hiding. **Her** must have gone back home. I picked up my books and ran the rest of the way. "I suppose your cat followed you to school today," Mrs. Taylor said doubtfully. "Is that why you're out of breath, Sachi?" she asked. I didn't say a word. I didn't have to. A loud meow from outside greeted both **Mrs. Taylor and me.**

Multiple Choice Answers

1. **B** *Boots had followed me again.*—Helping verb **[3.12]**
2. **D** *Then I looked slowly over the fence.*—Adverb to modify verb **[3.3]**
3. **A** *I did a good job hiding.*—Adjective to modify noun **[3.5]**
4. **B** *She must have gone back home.*—Pronoun used as subject **[3.8]**
5. **D** *Mrs. Taylor and me*—First person last **[3.8]**

Boots Again—Corrected

I ran across the street. Boots had followed me again. I jumped Timmy's fence and waited. Then I looked slowly over the fence. There was no sign of her. I did a good job hiding. She must have gone back home. I picked up my books and ran the rest of the way. "I suppose your cat followed you to school today," Mrs. Taylor said doubtfully. "Is that why you're out of breath, Sachi?" she asked. I didn't say a word. I didn't have to. A loud meow from outside greeted both Mrs. Taylor and me.

22. Rights for Children

Reading Level: 3.5
4 grammar errors (and 1 question correct as is)

Story Errors

Most of us kids know that adults have rights. Do you know that kids also have rights? A new human rights treaty very clearly describes these rights. The treaty is called the Convention on the Rights of Children. **It is the most important** treaty ever written for children. It states that children have the right to **an** home that is safe. They have the right not to be hurt. They have a right to take part in **they community.** This list of **rights the** first of its kind. Most countries in the world have agreed to follow it. It will help governments make laws that are good for **we.**

Multiple Choice Answers

1. **D** *It is the most important*—Superlative adjective **[3.6]**
2. **A** *This list of rights is the first of its kind.*—Linking verb **[3.13]**
3. **C** *their community*—Possessive pronoun used with noun **[3.8]**
4. *a* —Article **[3.4]**
5. **C** *us.*—Personal pronoun as object **[3.8]**

Rights for Children—Corrected

Most of us kids know that adults have

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rights. Do you know that kids also have rights? A new human rights treaty very clearly describes these rights. The treaty is called the Convention on the Rights of Children. It is the most important treaty ever written for children. It states that children have the right to a home that is safe. They have the right not to be hurt. They have a right to take part in their community. This list of rights is the first of its kind. Most countries in the world have agreed to follow it. It will help governments make laws that are good for us.

23. Name of Honor

Reading Level: 4.1
5 grammar errors

Story Errors

The members of an Amazon tribe wanted to use the Internet to share their life with the rest of the world. They needed a website name. They thought it would be **a** honor to use their tribe's name. There was only one problem. Someone was using the name already! The owner agreed to give up the name if the tribe would pay thousands of dollars. **This unfair** to the Yanomami people. The name had belonged to them **more long** than anyone else. They searched for the **bestest** solution. Do you think the Yanomami's name should be **thems**?

Multiple Choice Answers

1. **A** *it would be an honor*—Article **[3.4]**
2. **B** *longer*—Comparative adverb **[3.6]**
3. **C** *theirs*—Possessive pronoun used alone **[3.8]**
4. **B** *This seemed unfair*—Linking verb **[3.13]**
5. **C** *best*—Irregular superlative adjective **[3.6]**

Name of Honor—Corrected

The members of an Amazon tribe wanted to use the Internet to share their life with the rest of the world. They needed a website name. They thought it would be an honor to use their tribe's name. There was only one problem. Someone was using the name already! The owner agreed to give up the name if the tribe would pay thousands of dollars. This seemed unfair to the Yanomami people. The name had belonged to them longer than anyone else. They searched for the best solution. Do you think the Yanomami's name should be theirs?

24. The Fastest Bike

Reading Level: 3.0
6 grammar errors
Student Guide: Rules 4c, 4b, 1d, 2b, 4a

Story Errors

Bike riding was my favorite hobby. I loved to ride like the wind. I had the fastest bike on my street. One day I riding[1] along feeling very proud. Then Jeri Fisher passed me on her new bike and sticked[2] out her tongue. That did it! I rode after her, but her bike was fast[3] than mine. I struggled to keep up as she sped toward the curve. Would it be too much for me? No. I was okay, but it was too much for she.[4] Her bike went sliding on the sand and fell over. I quickly stopped and help[5] her up. "I guess you're today's winner," she said. "We will raced[6] again tomorrow. Then I'll win for sure!"

1. *was riding*—Helping verb **[3.12]**
2. *stuck*—Irregular past tense verb **[3.9]**
3. *faster*—Comparative adjective **[3.6]**
4. *her*—Pronoun used as object **[3.8]**
5. *helped*—Past tense verb **[3.11]**
6. *will race*—Future tense verb **[3.11]**

The Fastest Bike—Corrected

Bike riding was my favorite hobby. I loved to ride like the wind. I had the fastest bike on my street. One day I was riding along feeling very proud. Then Jeri

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Fisher passed me on her new bike and stuck out her tongue. That did it! I rode after her, but her bike was faster than mine. I struggled to keep up as she sped toward the curve. Would it be too much for me? No. I was okay, but it was too much for her. Her bike went sliding on the sand and fell over. I quickly stopped and helped her up. "I guess you're today's winner," she said. "We will race again tomorrow. Then I'll win for sure!"

25. Chocolate to the Rescue

Reading Level: 3.0
7 grammar errors
Student Guide: Rules 1d, 2c, 4a, 2b, 1c, 1b

Story Errors

I wake up suddenly and hear nothing. That's not good. I should hear crickets or other night bugs in the forest. I listen more careful.[1] Nothing! I grab my flashlight in one hand and mine[2] backpack in the other. Then I hear a loud noise in the bushes by the tent. I sit straight up in my sleeping bag. The sound gets more loud.[3] I shine the flashlight outside. It's a bear! It stopped[4] when it sees my light and sniffs the air. Will it leave I[5] alone? I remember an opened bag of candy bars in my backpack. My hand shakes as I throw the candy to the bear. It quickly gobbles them up. It still looks real[6] hungry to me. We stare at each other. Then the bear snorts and heads back into the trees. I take a deeply[7] breath.

1. *more carefully*—Comparative adverb **[3.6]**
2. *my backpack*—Possessive pronoun used with noun **[3.8]**
3. *gets louder*—Comparative adjective **[3.6]**
4. *stops*—Present tense verb **[3.11]**
5. *me*—Pronoun used as object **[3.8]**
6. *really hungry*—Adverb modifies adjective **[3.3]**
7. *deep breath*—Adjective **[3.1]** (Also acceptable: *I take a breath deeply.*)

Chocolate to the Rescue—Corrected

I wake up suddenly and hear nothing. That's not good. I should hear crickets or other night bugs in the forest. I listen more carefully. Nothing! I grab my flashlight in one hand and my backpack in the other. Then I hear a loud noise in the bushes by the tent. I sit straight up in my sleeping bag. The sound gets louder. I shine the flashlight outside. It's a bear! It stops when it sees my light and sniffs the air. Will it leave me alone? I remember an opened bag of candy bars in my backpack. My hand shakes as I throw the candy to the bear. It quickly gobbles them up. It still looks really hungry to me. We stare at each other. Then the bear snorts and heads back into the trees. I take a deep breath.

26. Election Deadline

Reading Level: 2.8
6 grammar errors
Student Guide: Rules 1a, 2d, 1f, 1e, 4b, 4a

Story Errors

I paint quickly. Things are not going good.[1] I and Dan[2] have not finished the posters. I am not an artist, and Dan paints badder[3] than I do. I hope the posters will look all right. We are supposed to help Marcus put up the posters today. Marcus is already at school waiting for us. He has worked harder[4] of all on this election. It is late, and I knew[5] we don't have much time left. I start working faster. I don't know if we finish[6] in time.

1. *well*—Adverb used to modify verb **[3.5]**
2. *Dan and I*— First person last **[3.8]**
3. *worse*—Irregular comparative adverb **[3.6]**
4. *hardest*—Superlative adverb **[3.6]**
5. *know*—Present tense verb (irregular) **[3.9, 3.11]**
6. *will finish*—Future tense verb **[3.11]**

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Election Deadline—Corrected

I paint quickly. Things are not going well. Dan and I have not finished the posters. I am not an artist, and Dan paints worse than I do. I hope the posters will look all right. We are supposed to help Marcus put up the posters today. Marcus is already at school waiting for us. He has worked hardest of all on this election. It is late, and I know we don't have much time left. I start working faster. I don't know if we will finish in time.

27. Edison's Bright Idea

Reading Level: 3.5
7 grammar errors
Student Guide: Rules 4d, 1f, 2a, 1c, 1a, 1e, 2c

Story Errors

People used lamps that burned gas in the early 1800s. There[1] no light bulbs. Thomas Edison had a good idea. He wanted to make a light bulb powered by electricity. He hoped it would work gooder[2] than the gas lamp. Him[3] needed to find a special kind of wire. The wire would have to light up bright[4] when an electric current flowed through it. Edison looked and looked for the right wire. He tried hundreds of materials from all over the world. He even tried hair and tar. Nothing seemed to work. He finally tried using a burned cotton thread as a wire. It worked very good[5]! His more[6] famous invention of all was born in 1879. The light bulb would be our[7] from then on.

1. There *were* no—Linking verb **[3.13]**
2. *work better*—Irregular comparative adverb **[3.6]**
3. *He needed*—Pronoun used as subject **[3.8]**
4. *brightly*—Adverb used to modify verb **[3.3]**
5. *well*—Adverb used to modify verb **[3.5]**
6. *most famous*—Superlative adjective **[3.6]**
7. *ours*—Possessive pronoun used without noun **[3.8]**

Edison's Bright Idea—Corrected

People used lamps that burned gas in the early 1800s. There were no light bulbs. Thomas Edison had a good idea. He wanted to make a light bulb powered by electricity. He hoped it would work better than the gas lamp. He needed to find a special kind of wire. The wire would have to light up brightly when an electric current flowed through it. Edison looked and looked for the right wire. He tried hundreds of materials from all over the world. He even tried hair and tar. Nothing seemed to work. He finally tried using a burned cotton thread as a wire. It worked very well! His most famous invention of all was born in 1879. The light bulb would be ours from then on.

28. Water Seekers

Reading Level: 4.0
6 grammar errors
Student Guide: Rules 1f, 3, 4b, 4a, 2a, 1d

Story Errors

Native Americans knew many ways to find water. They knew that muddy ground was the goodest[1] sign of water. The mud could mean a[2] underground spring was below. They also looked for cattails and willows. These plants grew where there was water below ground. Sometimes the natives drinked[3] the morning dew. They took a fistful of dry grass and mop[4] up dew from plants and rocks. Then they squeezed the water into their mouths. Natives living in the desert used cactus for water. They cut off chunks to suck on when they were thirsty. Those living by the sea found fresh water inside fish them[5] caught. The Native Americans knew that water was most[6] important to surviving than food.

1. *best sign*—Irregular superlative adjective **[3.6]**
2. *an underground*—Article **[3.4]**
3. *drank*—Irregular past tense verb **[3.9]**

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4. *mopped*—Past tense verb **[3.11]**
5. *they caught*—Pronoun used as subject **[3.8]**
6. *more important*—Comparative adjective **[3.6]**

Water Seekers—Corrected

Native Americans knew many ways to find water. They knew that muddy ground was the best sign of water. The mud could mean an underground spring was below. They also looked for cattails and willows. These plants grew where there was water below ground. Sometimes the natives drank the morning dew. They took a fistful of dry grass and mopped up dew from plants and rocks. Then they squeezed the water into their mouths. Natives living in the desert used cactus for water. They cut off chunks to suck on when they were thirsty. Those living by the sea found fresh water inside fish they caught. The Native Americans knew that water was more important to surviving than food.

USAGE AND SPELLING

29. The Pulley

Reading Level: 2.9
2 usage errors; 1 spelling error; 1 content error

Story Errors

Can you lift 100 pounds? It's easy. Just use a special wheel called a pulley to ease the weight. A small pulley can use **their power** to lift a large weight. Tie one end of a rope to a load. Pass the rope over the pulley. Then pull on the other end of the rope. You can use two or more pulleys to make lifting easier. The **picture show** one way this can be done. **The rope is wrapped around both spools three times.** This means that lifting the load will be four times easier. It also means that it will take four times as long to do the lifting. The pulley is one of **are** most useful tools.

Multiple Choice Answers

1. **B** A small pulley can use *its* power to lift a large weight. —Agreement of pronoun with noun in number **[4.1]**
2. **A** The picture *shows* one way this can be done.—Subject/verb agreement **[4.2]**
3. *our* most useful—Spelling: homonym (are/our) **[6.1]**
4. **B** The rope is wrapped around both spools *two times.*—Content: see illustration **[2.1]**

The Pulley—Corrected

Can you lift 100 pounds? It's easy. Just use a special wheel called a pulley to ease the weight. A small pulley can use its power to lift a large weight. Tie one end of a rope to a load. Pass the rope over the pulley. Then pull on the other end of the rope. You can use two or more pulleys to make lifting easier. The picture shows one way this can be done. The rope is wrapped around both spools two times. This means that lifting the load will be four times easier. It also means that it will take four times as long to do the lifting. The pulley is one of our most useful tools.

30. The First Popsicle

Reading Level: 3.4
4 usage errors

Story Errors

The Popsicle was invented in 1905 by an 11 year old named Frank Epperson.The neighborhood children were putting on an outdoor carnival. **Frank he** was in charge of the soda stand. One night Frank left a

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glass of soda pop on his back porch and **then goed to bed.** In **these glass** was a wooden stick. It was so cold that night that the soda froze. In the morning, Frank used the stick to pull the ice out of the glass. **He took a bite of the frozen treat and liked them.** Everyone else liked it too. Frank called the treat an Eppsicle. The name was later changed to Popsicle.

Multiple Choice Answers

1. **A** *Frank was*—Use noun or pronoun as subject **[4.6]**
2. **C** then *went* to bed.—Word pairs (went/gone) **[4.5]**
3. **C** *this*—Agreement of adjective with noun **[4.3]**
4. **C** He took a bite of the frozen treat and liked *it.*—Agreement of pronoun with noun in number **[4.1]**

The First Popsicle—Corrected

The Popsicle was invented in 1905 by an 11 year old named Frank Epperson. The neighborhood children were putting on an outdoor carnival. Frank was in charge of the soda stand. One night Frank left a glass of soda pop on his back porch and then went to bed. In this glass was a wooden stick. It was so cold that night that the soda froze. In the morning, Frank used the stick to pull the ice out of the glass. He took a bite of the frozen treat and liked it. Everyone else liked it too. Frank called the treat an Eppsicle. The name was later changed to Popsicle.

31. Finding Freedom

Reading Level: 3.5
3 usage errors (and 1 question correct as is)

Story Errors

The other slaves and I done our best to get away quietly from our master in Virginia. **We were walking in the dark woods.** I thought I heard a twig snap behind us, **but I didn't see nobody.** We saw a lantern hanging in front of a house. It meant this house was safe! An old woman gave us hot food, and she let us stay in her cellar. It was hard to sleep because I heard many bloodhounds howling in the distance. At last I awoke to a new day. **That dogs did not find us after all.** We would cross the big lake to get to Canada today. I was so excited. I would be free at last!

Multiple Choice Answers

1. **B** The other slaves and I *did*—Word pairs (did/done) **[4.5]**
2. **D** *Leave as it is in the story*—Subject/verb agreement **[4.2]**
3. **C** but I didn't see *anybody.*—Double negative **[4.4]**
4. **A** *Those* dogs did not find us after all.—Agreement of adjective with noun **[4.3]**

Finding Freedom—Corrected

The other slaves and I did our best to get away quietly from our master in Virginia. We were walking in the dark woods. I thought I heard a twig snap behind us, but I didn't see anybody. We saw a lantern hanging in front of a house. It meant this house was safe! An old woman gave us hot food, and she let us stay in her cellar. It was hard to sleep because I heard many bloodhounds howling in the distance. At last I awoke to a new day. Those dogs did not find us after all. We would cross the big lake to get to Canada today. I was so excited. I would be free at last!

32. Down the River

Reading Level: 3.6
4 usage errors; 2 spelling errors
Student Guide: Rules 6, 4, 5, 8, 7a, 1e

Story Errors

The paddleboat chugs down the Mississippi River. Jim waves to his mother on shore as the captain blows the whistle. Jim's mother is sending him to visit his

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uncle in New Orleans. This is the first time he has went[1] alone. The deck it[2] is crowded. An old man plays the banjo while his grandson dances. People toss them coins. Jim doesn't have no[3]extra coins. He has just enough to pay for his ticket. Ma packed two sandwiches four[4] him in a basket. The sandwichs[5] smell like fried ham. Jim's mouth waters, but she[6] is really thinking of home.

1. he has *gone*—Word pairs (went/gone) **[4.5]**
2. *The deck is*—Noun or pronoun as subject **[4.6]**
3. *doesn't have extra* (Also acceptable: *doesn't have any extra, has not extra*)—Double negative **[4.4]**
4. *for him*—Spelling: homonym (for/four) **[6.1]**
5. *sandwiches*—Spelling: plural *—es* **[6.3]**
6. *he*—Agreement of pronoun with noun in gender (Jim/he) **[4.1]**

Down the River—Corrected

The paddleboat chugs down the Mississippi River. Jim waves to his mother on shore as the captain blows the whistle. Jim's mother is sending him to visit his uncle in New Orleans. This is the first time he has gone alone. The deck is crowded. An old man plays the banjo while his grandson dances. People toss them coins. Jim doesn't have extra coins. He has just enough to pay for his ticket. Ma packed two sandwiches for him in a basket. The sandwiches smell like fried ham. Jim's mouth waters, but he is really thinking of home.

33. Sea Stars

Reading Level: 3.6
4 usage errors; 2 spelling errors
Student Guide: Rules 2b,1c, 7b, 3b, 2a, 8

Story Errors

Sea stars are sometimes called starfish, but they are not really fish at all. These animals is[1] related to sand dollars. A sea star has a rough outer skin to protect it. Turn the animal over, and you can see their[2] mouth and feet. A sea star has hundreds of tiny foots.[3] It can pull this[4] feet in or out. At the end of each foot is a tiny suction cup. The cup let[5] the sea star grip the rocks so the waves don't knock it loose. You can often find sea stars stuck too[6] the rocks in tidepools.

1. *animals are*—Subject/verb agreement **[4.2]**
2. *its*—Agreement of pronoun with noun in number (animal/its) **[4.1]**
3. *feet*—Spelling: irregular plural **[6.2]**
4. *these feet*—Agreement of adjective with noun **[4.3]**
5. *cup lets*—Subject/verb agreement **[4.2]**
6. *to*—Spelling: homonym (to/too/two) **[6.1]**

Sea Stars—Corrected

Sea stars are sometimes called starfish, but they are not really fish at all. These animals are related to sand dollars. A sea star has a rough outer skin to protect it. Turn the animal over, and you can see its mouth and feet. A sea star has hundreds of tiny feet. It can pull these feet in or out. At the end of each foot is a tiny suction cup. The cup lets the sea star grip the rocks so the waves don't knock it loose. You can often find sea stars stuck to the rocks in tidepools.

34. Chippewa Dream Catcher

Reading Level: 4.3
3 usage errors; 2 spelling errors
Student Guide: Rules 7a, 2b, 1b, 1d, 7b

Story Errors

The Chippewa tribe believed that good and bad dreams floated around at night. Tribe memberes[1] used dream catchers to protect themselves from bad dreams. Dream catchers was[2] made from a hoop of red willow with animal cord webbing. They were hung above children's beds.

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Bad dreams were caught so it[3] wouldn't harm anyone. Good dreams found its[4] way through the hole in the middle. Then they slid down the feather and landed on the heads of the childrens[5].

1. *members*—Spelling: plural **[6.2]**
2. *catchers were*—Subject/verb agreement **[4.2]**
3. *they*—Agreement of pronoun with noun (dreams/they) **[4.1]**
4. *their*—Agreement of pronoun with noun (dreams/their) **[4.1]**
5. *children*—Spelling: irregular plural **[6.2]**

Chippewa Dream Catcher—Corrected

The Chippewa tribe believed that good and bad dreams floated around at night. Tribe members used dream catchers to protect themselves from bad dreams. Dream catchers were made from a hoop of red willow with animal cord webbing. They were hung above children's beds. Bad dreams were caught so they wouldn't harm anyone. Good dreams found their way through the hole in the middle. Then they slid down the feather and landed on the heads of the children.

MIXED SKILLS

35. Early Carving

Reading Level: 4.0
Errors: 2 capitalization, 1 grammar, 1 fragment, 2 punctuation

Story Errors

32 East 3rd Street
Tall Trees, Utah
April,[1] 7, 2001

Dear Aldus[2]

I dug up some facts for your report. People from all over the world have been carvers. They have carved wood, ivory, glass, and stone. Stone was used in Egypt for carving the egyptian[3] pyramids. Wood used[4] for canoes and totem poles in North America. Ivory was used in China.[5] To carve statues and other decorations. Glass beads were first carved in Italy. Now it's up to you to use paper and put your ideas into a great class report.

Yours truly,
Tom wu[6]

1. *April 7, 2001*—Punctuation: unnecessary comma in date **[5.7]**
2. *Aldus,*—Punctuation: comma after greeting **[5.8]**
3. *Egyptian*—Capitalization: proper adjective **[1.4]**
4. Wood *was used*—Grammar: helping verb **[3.12]**
5. *in China to*—Fragment **[5.21]**
6. *Tom Wu*—Capitalization: proper noun **[1.3]**

Early Carving—Corrected

32 East 3rd Street
Tall Trees, Utah
April 7, 2001

Dear Aldus,

I dug up some facts for your report. People from all over the world have been carvers. They have carved wood, ivory, glass, and stone. Stone was used in Egypt for carving the Egyptian pyramids. Wood was used for canoes and totem poles in North America. Ivory was used in China to carve statues and other decorations. Glass beads were first carved in Italy. Now it's up to you to use paper and put your ideas into a great class report.

Yours truly,
Tom Wu

36. Karate Kicks

Reading Level: 3.1
Errors: 2 punctuation, 2 usage, 2 grammar

Story Errors

Karate combines exercises for the mind and the body. Classes begins[1] with deep breathing. The student must clear his

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mind of all thoughts that are not about karate. The student then practices five basic kinds of moves. They are stands, blocks, hits[2] kicks, and jumps. A basic kick is the snap kick. The bent leg is lifted waist high to the side[3] and the inside of the knee is parallel to the ground. Then the leg extended[4] in a snap. The hit occurs with the ball of the foot. Sometimes this move is done with an[5] yell. The yell it[6] works to focus the mind and the body on the hit.

1. *Classes begin*—Usage: subject/verb agreement **[4.2]**
2. *hits,*—Punctuation: comma used between words in a series **[5.5]**
3. *to the side, and the inside*—Punctuation: comma used before coordinating conjunction **[5.12]**
4. *extends*—Grammar: present tense verb **[3.11]** (Also acceptable: *is extended*)
5. *a yell*—Grammar: article **[3.4]**
6. *The yell works*—Usage: noun or pronoun as subject **[4.6]**

Karate Kicks—Corrected

Karate combines exercises for the mind and the body. Classes begin with deep breathing. The student must clear his mind of all thoughts that are not about karate. The student then practices five basic kinds of moves. They are stands, blocks, hits, kicks, and jumps. A basic kick is the snap kick. The bent leg is lifted waist high to the side, and the inside of the knee is parallel to the ground. Then the leg extends in a snap. The hit occurs with the ball of the foot. Sometimes this move is done with a yell. The yell works to focus the mind and the body on the hit.

37. The Secret Leaks Out

Reading Level: 3.5
Errors: 2 punctuation, 1 capitalization, 1 usage, 3 grammar

Story Errors

Smash! Mom's favorite water pitcher fell to the ground. "You broke the pitcher!" Tom yelled. "She won't forgive us for playing catch with them."[1]

I started to panic. [2]What should we do?[2] I asked.

Tom said, "wait[3] a minute!" He ran upstairs and came back with a tube of glue. We careful[4] put the pieces back together. "It's as good as new," he said. I looked at him doubtfully. That evening Mom asked Tom to fill the pitcher with water for dinner.

I whispered to he[5], "Don't hold the pitcher by the handle." He place[6] the full pitcher in the middle of the table. We all sat down to eat.

"My napkin is wet[7]" Mom said. I kicked Tom under the table. I hoped Mom would not notice the as the water from the pitcher spread across the tablecloth.

1. *it*–Usage: Agreement of pronoun with noun in number (pitcher/it) **[4.1]**
2. *"What should we do?"*—Punctuation: quotation marks to enclose quote **[5.19]**
3. *"Wait*—Capitalization: first word in quote **[1.2]**
4. We *carefully put*—Grammar: adverb **[3.3]**
5. *him*—Grammar: pronoun used as object **[3.8]**
6. *placed*—Grammar: past tense verb **[3.11]**
7. *wet,"*—Punctuation: comma used to separate speaker from quote **[5.10]**

The Secret Leaks Out—Corrected

Smash! Mom's favorite water pitcher fell to the ground. "You broke the pitcher!" Tom yelled. "She won't forgive us for playing catch with it."

I started to panic. "What should we do?" I asked.

Tom said, "Wait a minute!" He ran upstairs and came back with a tube of glue. We carefully put the pieces back

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together. "It's as good as new," he said. I looked at him doubtfully. That evening Mom asked Tom to fill the pitcher with water for dinner.

I whispered to him, "Don't hold the pitcher by the handle." He placed the full pitcher in the middle of the table. We all sat down to eat.

"My napkin is wet," Mom said. I kicked Tom under the table. I hoped Mom would not notice the as the water from the pitcher spread across the tablecloth.

38. The Lost Key

Reading Level: 2.8
Errors: 4 punctuation, 2 usage, 1 grammar

Story Errors

"What's that crackling sound?" Gobi asked.

"The cave is going to collapse[1]" exclaimed his brother Yok. They scurried out of the way.

"Thank goodness. Only a few rocks came down[2] but that was close. We must watch most[3] carefully than that," Yok said. He wanted nothing to stop them from finding the family key. It was the only thing that could open their safe[4] Gramps lost the key in this zinc mine on June 12[5] 1921. The safe had been locked ever since. It was getting late, and the boys were tired.

They gone[6] toward the opening. "Yikes!" Gobi cried as he tripped. He rubbed their[7] knee as he shone his light. A piece of metal gleamed in the loosened soil. He recognized the shape. It was a key!

1. *collapse!"*—Punctuation: exclamation point **[5.13]**
2. *down, but*—Punctuation: comma used before coordinating conjunction **[5.12]**
3. *more carefully*—Grammar: comparative adverb **[3.6]**
4. *safe. Gramps*—Punctuation: Run-on sentence **[5.20]**
5. *June 12, 1921*—Punctuation: comma used in dates **[5.7]**
6. *went*—Usage: word pairs (went/gone) **[4.5]**
7. *his knee*—Usage: agreement of pronoun with noun (He/his) **[4.1]**

The Lost Key—Corrected

"What's that crackling sound?" Gobi asked.

"The cave is going to collapse!" exclaimed his brother Yok. They scurried out of the way.

"Thank goodness. Only a few rocks came down, but that was close. We must watch more carefully than that," Yok said. He wanted nothing to stop them from finding the family key. It was the only thing that could open their safe. Gramps lost the key in this zinc mine on June 12, 1921. The safe had been locked ever since. It was getting late, and the boys were tired.

They went toward the opening. "Yikes!" Gobi cried as he tripped. He rubbed his knee as he shone his light. A piece of metal gleamed in the loosened soil. He recognized the shape. It was a key!

39. Using Their Looks

Reading Level: 2.9
1 punctuation error; 3 grammar errors; 2 usage errors

Story Errors

The rain forest has hundreds of kinds of butterflies. Their colorful looks attract other butterflies. Thats[1] not all their looks are good for. They[2] also good for defense. Some butterflies use their looks as a warning. The zebra butterfly is black with white stripes. The stripes warn birds that these[3] kind of butterfly tastes bad. There are other butterflies with black and white

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stripes that taste gooder[4] than the zebra butterfly. Birds also left[5] them alone because they look like the zebra butterfly. Some butterflies use their looks to hide. Their colors help them blend in with the plants. They seems[6] invisible to enemies.

1. *That's*—Punctuation: apostrophe in contraction **[5.1]**
2. *They are*—Grammar: linking verb **[3.13]**
3. *this kind*—Usage: agreement of adjective with noun **[4.3]**
4. *taste better*—Grammar: irregular comparative adverb **[3.6]**
5. *leave*—Grammar: irregular present tense verb **[3.9]**
6. *They seem*—Usage: subject/verb agreement **[4.2]**

Using Their Looks—Corrected

The rain forest has hundreds of kinds of butterflies. Their colorful looks attract other butterflies. That's not all their looks are good for. They are also good for defense. Some butterflies use their looks as a warning. The zebra butterfly is black with white stripes. The stripes warn birds that this kind of butterfly tastes bad. There are other butterflies with black and white stripes that taste better than the zebra butterfly. Birds also leave them alone because they look like the zebra butterfly. Some butterflies use their looks to hide. Their colors help them blend in with the plants. They seem invisible to enemies.

40. Rain Forest Adventure

Reading Level: 2.9
Errors: 2 capitalization, 1 punctuation, 2 grammar, 2 spelling

Story Errors

San Jose, Costa Rica
July 1, 2001

Dear miss[1] Marker,

My family is visiting Costa Rica. This place is beautiful! We went to see the rain forest. We put on a harness and were lifted up into the treetops. Colorfully[2] parrots flew by. Monkeys swung through the branchs.[3] Tomorrow we will visit Poas national[4] Park. We will look inside a volcano that isn't active. We go[5] see the nearby waterfalls if we have time. I am so glad we learned about the rain forest in you're[6] class.

Your student[7]
Carlos

1. *Miss Marker*—Capitalization: people's titles **[1.6]**
2. *Colorful parrots*—Grammar: adjective to modify noun **[3.1]**
3. *branches*—Spelling: plural—*es* **[6.3]**
4. *Poas National Park*—Capitalization: proper noun **[1.3]**
5. *We will go see*—Grammar: future tense verb **[3.9, 3.11]**
6. *your class*—Spelling: homonym (your/you're) **[6.1]**
7. *Your student,*—Punctuation: comma after closing of a letter **[5.9]**

Rain Forest Adventure—Corrected

San Jose, Costa Rica
July 1, 2001

Dear Miss Marker,

My family is visiting Costa Rica. This place is beautiful! We went to see the rain forest. We put on a harness and were lifted up into the treetops. Colorful parrots flew by. Monkeys swung through the branches. Tomorrow we will visit Poas National Park. We will look inside a volcano that isn't active. We will go see the nearby waterfalls if we have time. I am so glad we learned about the rain forest in your class.

Your student,
Carlos

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GUIDE TO GRAMMAR, USAGE, AND PUNCTUATION

The punctuation, grammar, and usage guidelines that follow cover all the skills used in this book. These skills represent a beginning-level English curriculum. This guideline is not meant to be a complete English reference.

The types of errors are broken down into these areas: errors in capitalization, content, grammar, usage, punctuation, and spelling. Specific topics are listed alphabetically under these main headings.

CAPITALIZATION

1.1 Capitalize the first word in a sentence.

1.2 Capitalize the first word in a direct quote. Do not capitalize the first word in the second half of a divided quotation or the first word of a sentence fragment.

Jose said, "Come and look at the beautiful new mural on display in the library."

1.3 Capitalize a proper noun. A proper noun names a specific person, place, or thing.

John Doe Paris, France the World Series

1.4 Capitalize a proper adjective. A proper adjective is derived from a proper noun.

African tribes a Southern accent

1.5 Capitalize the abbreviated form of proper nouns and initials.

Nov. 27 U.C.L.A.

1.6 Capitalize people's titles, their abbreviated forms, and people's initials

Captain John Smith Dr. Susan White M.E. Leon

1.7 Capitalize the titles of books

Maria was reading *Little Women.* *The Borrowers* is by Mary Norton.

1.8 Capitalize the days of the week, the months, and the holidays. Do not capitalize a season unless it is being personified.

Monday, December 24 New Year's Day summer vacation

1.9 Capitalize the greeting of a friendly letter.

Dear Julia,

1.10 Capitalize the first word in the closing of a friendly letter.

Sincerely, Yours truly, Love

CONTENT

2.1 In the *Editor in Chief Beginning* content errors are based on a discrepancy between the illustration and the paragraph. All content errors are found in multiple choice activities only. Some content errors will be simple differences in information between an illustration/caption and the paragraph. Other content errors will require the student to analyze information from the illustration/caption in order to correct the paragraph.

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GRAMMAR

Adjectives and Adverbs

Adjectives

3.1 Adjectives modify nouns or pronouns. Adjectives tell what kind (*small* house), which one (*this* hat), or how many (*one* child). For more information, see Usage/Agreement on page 81.

3.2 Here and there are unnecessary with *this, that, these,* and *those.*

Incorrect: this here box Correct: this box

See below for more on using adjectives.

Adverbs

3.3 Adverbs modify verbs, adjectives, or other adverbs. Adverbs tell how, when, where, how often, how much, or to what extent. Regular adverbs are formed by adding *-ly* to an adjective; however, not all words that end in *-ly* are adverbs.

Most (but not all) adverbs end in *-ly*. Adjectives usually don't end in *-ly* (although a few do). Sometimes the same word functions as an adjective and an adverb. Sometimes adverbs of a particular word have more than one form. See the examples below.

Adjective	**Adverb**	**Adverb ending in -ly**
a *high* window	He leaped *high*.	We think *highly* of him.
a *close* encounter	He walked *close* to her.	We watched her *closely*.
the *first* place	She arrived *first*.	*Firstly*, we will tell you...
a *straight* road	Stand *straight*.	

Adjective ending in -ly	**Adverb**
nightly train	We go *nightly*.
daily walk	I see him *daily*.
lively tune	Step *lively*, boys!

These examples show that distinguishing between adverbs and adjectives is not as simple as checking to see whether a word ends in *-ly*. You need to see what the word modifies (describes).

Adjectives modify	Adverbs modify
nouns	verbs
pronouns	adjectives
	other adverbs

Adjective: It rained *last* night. (*last* tells which night; it modifies the noun night)

Adverb: Our team played *last*. (*last* tells when the team played; it modifies the verb *played*)

Linking verbs are frequently followed by adjectives.

Adjective: She looked *pretty*. (*pretty* modifies the subject she)

Adjective: He sounded *happy*. (*happy* modifies the subject he)

Adjective: He felt *bad*. (*bad* modifies the subject he)

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Many verbs that function as linking verbs can also be used as action verbs. In these cases, the action verbs will be followed by adverbs rather than adjectives.

Linking verb with adjective: He stayed *quiet*. (*quiet* modifies the subject he)

Action verb with adverb: He stayed *quietly* in his seat. (*quietly* modifies the verb stayed; it tells how he stayed in his seat)

Linking verbs take adjectives. Action verbs take adverbs. See Linking Verbs on page 81.

Articles

3.4 Articles (*a, an, the*) are adjectives. Use *an* before a vowel sound, *a* before a consonant sound.

Well/Good

3.5 As modifiers, *well* and *good* are sometimes a source of confusion. *Well* is both an adverb and an adjective, while *good* is only an adjective. Perhaps some of the confusion comes because well and good occasionally overlap in meaning. You can say either "He feels well" or "He feels good" to indicate a general state of health. *Good* is not just limited to describing health, however. You can say "He feels good about his promotion." *Well* cannot be used in this way. As an adjective, *well* has only three meanings:

1. to be healthy
   He looks *well*.
2. to look well-dressed or well-groomed
   He looks *well* in a suit.
3. to be satisfactory, right, or proper
   It is *well* to fulfill your commitments.

Good, on the other hand, is always an adjective. It cannot be used to modify a verb. In the examples below, *well* and *good* convey similar meanings, but they do so by modifying different types of words.

Good: You did a *good* job. (*good* is an adjective; it modifies job)

Well: You did *well*. (*well* is an adverb; it modifies did)

Another source of confusion may be that the comparative and superlative forms are the same for *good* and *well*: good, better, best and well, better, best. See below.

Comparative and Superlative Forms of Adjectives and Adverbs

3.6 Comparative and superlative forms of adjectives and adverbs are used to compare the degrees of characteristics possessed by the objects that they modify.

To form the comparative and superlative, most one-syllable adjectives/adverbs add the suffix *-er* or *-est* to the positive form.

hot—hotter—hottest small—smaller—smallest
lucky—luckier—luckiest

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Some adjectives/adverbs use more/most before the word.

quietly—more quietly—most quietly
beautiful—more beautiful—most beautiful

Less and least can also be used to create comparative and superlative forms.

aggressive—less aggressive—least aggressive
powerful—less powerful—least powerful

Irregular comparative forms

good/well—better—best

bad—worse—worst

many/much—more—most

Whether you use the comparative or superlative form (rather than the simple positive form) depends on how many things are being compared.

Comparative: The comparative form of adjectives and adverbs is used when comparing two things (or one thing with a group).

He is the *older* child. (the older of two children)
She is *younger* than the rest.

Superlative: The superlative form is used when comparing more than two things.

He is the *oldest* child. (the oldest of more than two children)

Participles

3.7 The present or past participle forms of verbs can be used as adjectives to modify a noun or pronoun. In the examples below, the same participle is shown used as an adjective and as a part of the verb. (In these examples, the verb phrase is *be* + participle.)

Adjective—present participle: The *crying* child ran to his mother. (*crying* modifies child)

Verb phrase—present participle: The child *was crying* as he ran to his mother. (*was crying* is the verb phrase)

Adjective—past participle: The *tired* child ran to his mother. (*tired* modifies child)

Verb phrase—past participle: The child *had tired* himself by running to his mother. (*had tired* is the verb phrase)

See Verbs on page 79 for more on the forms of verbs.

Personal Pronouns

3.8 A personal pronoun replaces a noun or nouns. The pronoun must always agree in number and gender with the noun or nouns it replaces. Pronouns may be used as subjects or objects in a sentence.

Use the nominative (subject) form of a pronoun for the subject of a sentence or phrase.

I go. They stay.

Use the objective form for the object of a sentence or phrase.

Give it to her. Show us.

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When a pronoun is used as the subject in a sentence, the verb must agree with the pronoun in number. Pronouns may also show possession. A possessive pronoun may be used before a noun to show possession (*my* bike), or a possessive pronoun may stand alone. (The bike is *mine*.)

Confusion in pronoun usage frequently occurs with compound subjects or objects (Marla and I, him and me). The easiest way to determine the correct form of the pronoun is to look at each member of the compound subject or object separately, as in these examples:

Marla and I went home. (*Marla* went home. *I* went home.)

Kim went with him and me. (Kim went with *him*. Kim went with *me*.)

Bruce and he saw the movie. (*Bruce* saw the movie. *He* saw the movie.)

When the compound subject is broken apart in this way, most native speakers will recognize the correct pronoun form.

NOTE: The first person pronoun (I, me) always appears last in compound subjects and objects.

SINGULAR/ PLURAL	PERSON	NOMINATIVE CASE (SUBJECT)	OBJECTIVE CASE (OBJECT)	POSSESSIVE CASE	
				BEFORE NOUN	STANDING ALONE
singular	first person	I	me	my	mine
singular	second person	you	you	your	yours
singular	third person	he	him	his	his
singular	third person	she	her	her	hers
singular	third person	it	it	its	its
plural	first person	we	us	our	ours
plural	second person	you	you	your	yours
plural	third person	they	them	their	theirs

Verbs

3.9 Verb Parts

All verbs have four principal parts: infinitive (sometimes called "plain verb"), present participle, past, and past participle. Present and past participles are used with helping verbs to form verb phrases. Regular verbs form the past and past participle by adding *-d* or *-ed* to the infinitive. Irregular verbs form the past and past participle forms in a different way, such as by changing spelling or by not changing at all.

Regular Verbs

Infinitive	Present Participle	Past	Past Participle
care	caring	cared	cared
call	calling	called	called
jump	jumping	jumped	jumped
walk	walking	walked	walked

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Irregular Verbs

Infinitive	Present Participle	Past	Past Participle
bring	bringing	brought	brought
drink	drinking	drank	drank
go	going	went	gone
leave	leaving	left	left
think	thinking	thought	thought
fall	falling	fell	fallen
know	knowing	knew	known

Verb Phrase

3.10 A verb phrase consists of a main verb and one or more helping verbs (also called auxiliary verbs). A few verb phrases are listed below:

has gone is going will have gone will be going

Verb Tense

3.11 Tense refers to the time element expressed by a verb. Verb tense shows whether an action has already occurred, is now occurring, or will occur in the future. Although there are four principal parts to verbs, these four parts are used to form six tenses: present tense, past tense, future tense, present perfect tense, past perfect tense, future perfect tense. These tenses can be further subdivided into progressive form (be + present participle).

Tense	Part of Verb Used	Example
present tense	infinitive	I walk home.
present progressive	be + present participle	I am walking home.
present perfect tense	have or has + past participle	I have walked home.
past tense	past	I walked home.
past progressive	be (past) + present participle	I was walking home.
past perfect tense	had + past participle	I had walked home.
future tense	will or shall + infinitive	I will walk home.
future progressive	will or shall + be (infinitive) + present participle	I will be walking home.
future perfect tense	will (or shall) have + past participle	I will have walked home.

Helping Verbs

3.12 Helping verbs (also called auxiliary verbs) are part of a verb phrase. A verb phrase consists of a main verb and a helping verb. Helping verbs are used to create future tense, present progressive, and past progressive.

has written *may* attend *is* reported *might have* seen
must read *will* ride *was* dreaming *would have* taken

Common helping verbs include forms of the following: be, can, could, do, have, may, might, must, shall, should, will, would.

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Linking Verbs

3.13 Linking verbs express a state or condition rather than an action. They are called linking verbs because they link the subject to a word or phrase called a *complement*, which identifies or describes the subject. This subject complement may be a noun, pronoun, or adjective. Common linking verbs include forms of the following: appear, be, become, feel, grow, look, remain, seem, smell, sound, stay, taste.

Anchovies *taste* salty.

That dog *looks* thin.

She *is* the manager.

Some linking verbs can also be used as action verbs, which can be modified by adverbs. A good way to determine whether the verb is functioning as a linking verb or action verb is to substitute the appropriate forms of *is* and *seem* for the verb. If the sentence still makes sense and has not changed its meaning, then the verb is a linking verb.

Linking verb: He remains happy. (No meaning change—He *is* happy. He *seems* happy.)

Action verb: He remains happily at the park. (Meaning changes—He *is* happily at the park. He *seems* happily at the park.)

Linking verbs take adjectives. Action verbs take adverbs. See Adjectives and Adverbs on page 76.

NOTE: *Seem* is always a linking verb. *Be* is always a linking verb when used as a main verb except when followed by an adverb. Do not be confused when *be* is part of a verb phrase, that is, when *be* is used as a helping verb with a participle.

USAGE

Agreement

Agreement: Pronoun with Antecedent

4.1 A pronoun must agree with its antecedent in number and gender. The antecedent is the noun or noun phrase to which the pronoun refers.

Sentence: *The kittens* chased the mouse. (replace *the kittens* with a pronoun)

Plural antecedent—plural pronoun: *They* chased the mouse.

Incorrect: Susie found it *himself*.

Correct: Susie found it *herself*.

Agreement: Subject with Verb

4.2 A singular subject needs a singular verb; a plural subject needs a plural verb. The subject and verb must agree in number.

A noun or pronoun is singular when it refers to one person, place, or thing and plural when it refers to more than one thing (cat—singular, cats—plural).

Most verbs ending in *s* are singular, while verbs not ending in *s* are plural. The exception to this general rule is verbs used with *I* and

singular *you* (which takes the same verb form as plural *you)*. Although *I* and *you* are singular, their verbs do not take an *s*: I go, you go, he goes, it goes, they go, we go.

Agreement: Adjective with Noun/Pronoun

4.3 When *this, that, these,* or *those* is used as an adjective, it must agree in number with the noun or pronoun being modified.

Singular: *this* bird, *that* alligator Plural: *these* sparrows, *those* crocodiles

Negative Words

4.4 Negatives: Use only one negative word to state a negative idea.

Incorrect: We don't have no bananas.

Correct: We don't have any bananas.

Correct: We have no bananas.

The words *hardly* and *scarcely* are also considered negative words and should not be used with other negatives.

Incorrect: We have hardly no bananas.

Correct: We have hardly any bananas.

Correct: We have no bananas.

Incorrect: Now, I hardly never fall.

Correct: Now, I hardly ever fall.

Special Word Pairs

4.5 In this level of *Editor in Chief*, we focus on the following frequently confused pairs of words:

went (past form of the verb *go*) / gone (past participle of the verb *go*; always used with a helping verb: have gone, was gone)

did (past form of the verb *do*) / done (past participle of the verb *do*; always used with a helping verb: have done, was done)

NOTE: Some words are used incorrectly because of confusion in construction of irregular verb tenses (e.g., I have went instead of I have gone or I went, etc.) See Verb Tense on page 80.

Subject

4.6 Use a noun or pronoun (not both) as the subject of a sentence.

Incorrect: Marnie she had a lovely coat.

Correct: Marnie had a lovely coat.

Correct: She had a lovely coat.

PUNCTUATION

Apostrophe

5.1 Use an apostrophe in contractions where letters have been left out.

could not = couldn't let us = let's it is = it's

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5.2 Add *'s* to form the singular possessive form of a noun.

dog's bone Maria's ball car's color

5.3 Add an apostrophe to form the possessive of a plural ending in *-s*, *-es*, or *-ies*.

cats' toys foxes' holes butterflies' flowers

5.4 Add *'s* to form the possessive of plural nouns that do not end in *s*.

women's hats sheep's wool children's toys

NOTE: Pronouns do not use an apostrophe to form the possessive. See Personal Pronouns on page 78. Apostrophes are unnecessary with the regular plurals of words (the parents of the boys).

Comma

5.5 Use a comma between words or phrases in a series

blue, red, and green up the hill, over the log, and down the hole

NOTE: Including a comma before the *and* in a series has been considered optional. However, for clarity, we prefer including the comma.

5.6 Use a comma to separate the elements of an address (street and city, city and state).

5 Elm Street, Sample Town, New York

5.7 Use a comma in dates between day and year in the format month, day, year.

January 10, 1996 April 5, 2001

5.8 Use a comma after the greeting of a friendly letter.

Dear Emilio,

NOTE: Business letters use a colon after the salutation.

5.9 Use a comma after the closing of a friendly letter.

Sincerely, With best wishes, Love,

5.10 Use a comma to separate a direct quotation from a phrase identifying the speaker.

Tomas said, "We had fun doing English today."

"We had fun doing English today," Tomas said.

5.11 Place commas inside ending quotation marks.

The package was marked "fragile," but the contents were quite sturdy.

"We had fun doing English today," Tomas said.

NOTE: In American punctuation, the periods and commas go inside the quotation marks, but the larger colons and semicolons go outside the quotation marks.

5.12 Use commas before coordinating conjunctions joining two independent clauses.

We took the bus, but she will take the train.

My sister mowed the lawn, and I raked the leaves.

He ran outside and shouted to his sister.

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Exclamation Point

5.13 Use an exclamation mark after an exclamatory sentence or word.

Stop that dog! I love chocolate! Yikes!

Period

5.14 Use a period to end a declarative sentence.

A sentence begins with a capital letter and ends with a punctuation mark.

5.15 Use a period after abbreviations and initials.

Washington, D.C. Dr. Nolan Mr. J. Pedrewski

NOTE: It is becoming more acceptable to use some common abbreviations without periods, e.g., mph, km, etc. However, for the purposes of consistency in this series, use the periods with abbreviations.

5.16 Always place periods inside closing quotation marks.

We delivered a package marked "fragile."

See **Note** under Comma, 5.11.

Question Mark

5.17 Use a question mark after a direct question (interrogative sentence).

Are we there yet? What time is it?

5.18 Place a question mark inside quotation marks after a quoted question.

"What day is soccer practice?" asked Lucia.

Quotation Marks

5.19 Use quotation marks at the beginning and end of a direct quote.

"I need help on this English paper," said Grover.

Run-on Sentences

5.20 In this level of *Editor in Chief*, the answer key corrects run-on sentences by creating two sentences: the first ending in a period and the second beginning with a capital letter. Students may also correct the run-on sentences using a conjunction.

Incorrect: One sea lion balanced a ball another sea lion waved his flipper.

Correct: One sea lion balanced a ball. Another sea lion waved his flipper.

Correct: One sea lion balanced a ball, and another sea lion waved his flipper.

Sentence Fragments

5.21 In this level of *Editor in Chief*, the answer key corrects sentence fragments by joining the sentence fragment to a complete sentence.

Incorrect: The bird was sitting on the roof. Sunning himself.

Correct: The bird was sitting on the roof sunning himself.

A sentence fragment may also be corrected by rewriting the sentence, as shown below.

Possible: Sunning himself, the bird sat on the roof.

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SPELLING

Homonyms

6.1 In this level of *Editor in Chief*, we focus on the following homonyms:

are/our to/too/two your/you're for/four

Plurals

6.2 Some words change form for the plural rather than ending in *s*.

foot/feet woman/women child/children

6.3 Words ending in *s, ss, sh,* and *ch* form the plural by adding *-es*.

bus/buses miss/misses bush/bushes

bunch/bunches

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The following sample activity is taken from *Editor in Chief*® *A2.*

27. Gorilla to the Rescue

A nearly fatal accident at the San Francisco Zoo today frightened and amazed all who witnessed it. A young boy named Erin O'Neil from orlando Florida, fell thirty feet into the center of the zoos gorilla enclosure. Fearful onlookers panicked as the female gorilla approached the boy and picked him up in his arms. The silverback carried him to a door within the cage. Zookeepers were then able to pick the boy up with little difficulty. O'Neil was transported to a local hospital and is doing good. The gentle gorilla is the zoo's latest hero and appears to be handling the media attention and publicity graceful. "He's truly a gentle giant", the zoo director said.

It was an eventful day for this male silverback gorilla at the San Diego Zoo.

27. Gorilla to the Rescue

8 errors: 2 content; 1 capitalization; 2 grammar; 3 punctuation

Gorilla to the Rescue Errors

A nearly fatal accident at the San Francisco[1] Zoo today frightened and amazed all who witnessed it. A young boy named Erin O'Neil from [2]orlando[3] Florida, fell thirty feet into the center of the zoos[4] gorilla enclosure. Fearful onlookers panicked as the female[5] gorilla approached the boy and picked him up in his arms. The silverback carried him to a door within the cage. Zookeepers were then able to pick the boy up with little difficulty. O'Neil was transported to a local hospital and is doing good[6]. The gentle gorilla is the zoo's latest hero and appears to be handling the media attention and publicity graceful[7]. "He's truly a gentle giant",[8] the zoo director said.

1. the *San Diego*—Content: see caption
2. *Orlando*—Capital: proper noun **[1.2]**
3. *Orlando,*—Punctuation: comma between elements of address **[5.6]**
4. *zoo's*—Punctuation: apostrophe with singular possessive **[5.2]**
5. *male*—Content: see caption
6. *well*—Grammar: adverb used to modify verb **[3.7]**
7. *gracefully*—Grammar: adverb used to modify verb (handling/gracefully)**[3.3]**
8. *giant,"*—Punctuation: comma inside quotation marks **[5.15]**

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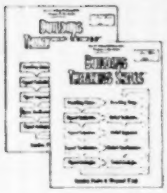

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